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ABSTRACT

This special report examines the increasing use of paraprofessionals and has chapters on the following topics: 1) "How It All Began," with the introduction of more adults into the classroom and the development of a nationwide 'Career Opportunities Program' (COP); 2) "Paraprofessionals on the Job," including profiles of an inner-city and a suburban aide, and a description of the duties of the instructional aide, the suburban aide, the community aide, and others; 3) "Recruiting and Hiring the Paraprofessional"; 4) "How and Where To Assign Aides"; 5) "Supervising the Aide," with questions which help to pinpoint duties and suggestions for becoming a more successful aide; 6) "Training the Paraprofessional," with additional suggestions for teacher training and team training, and information on programs in Arizona, Georgia, West Virginia, New Jersey, Oregon, Texas, and Delaware; 7) "Evaluation of Aides and Aide Programs"; 8) "Planning, Administration, and Funds"; 9) "How the States Stand on Aides"; 10) "Teacher Associations Eye the Aides"; 11) "Pros and Cons"; 12) "Teachers Losing Fear of Aides"; and 13) "Sample Programs" in Minneapolis, New York City, Dade County Florida and multiunit schools in 27 states. (MBM)

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EDUCATION U.S.A.
SPECIAL REPORT

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Paraprofessionals

Paraprofessionals in Schools

How New Careerists Bolster Education

A Publication of the
National School Public Relations Association

This Is an Education U.S.A. Special Report

Education U.S.A., the independent weekly education newsletter founded in 1958, has introduced new dimensions to educational journalism in the United States. In addition to the newsletter, which reports major developments in preschool to graduate level education, the editors of *Education U.S.A.* prepare special in-depth reports on current education issues and problems.

News and interpretive features for the newsletter, based on materials from hundreds of sources, are written by the editors of *Education U.S.A.* and by correspondents in the 50 states. The aim: to keep the busy American educator informed of the important developments in his profession. The *Washington Monitor* section of *Education U.S.A.* is a current report on activities at the U.S. Office of Education, Capitol Hill and other federal agencies that make significant decisions in education.

The special reports are prepared when the editors decide that a new development in education is important enough to be covered in detail. *Paraprofessionals in Schools: How New Careerists Bolster Education* is the latest report in this series.

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Paraprofessionals in Schools

OVERVIEW

Paraprofessionals--the umbrella term covering cafeteria aides and reading tutors, instructional aides, community workers and many other educational workers--have become the fastest growing body of employes in U.S. schools.

Like the loyal army of school volunteers who manned (and are still manning) so many vital school posts over the years, paraprofessionals are non-educators whose work in and around the school frees the teacher to perform the professional functions for which he was trained. One state--Florida--defines the paraprofessional as "any person assigned by a school board to assist a member of the instructional staff in carrying out his instructional or professional duties and responsibilities." Unlike the volunteer, however, the paraprofessional is paid, receives certain employe fringe benefits and gets careful inservice training in an increasing number of school systems.

Currently 200,000 to 300,000 paraprofessionals work in and around public schools and by 1977, says the National Congress of Parents and Teachers, their numbers may swell to 1.5 million. A 1969 study by the Research Division of the National Education Assn. (NEA) showed that one classroom teacher in four had the support of a teacher aide. Economist Leon H. Keyserling, in his projections on education manpower needs for this decade, predicted that the ratio will eventually become one aide to every two teachers. The U.S. Office of Education (USOE), through its $24.3 million Career Opportunities Program (COP), is helping 8,000 low-income participants, many of them Vietnam war veterans, to work as school aides and at the same time aim toward a full-time career in education. The California Teachers Assn. has reported that one-third of all school districts in that state are using some type of classroom aide, and in New York City alone there were 15,000 education paraprofessionals on the job in 1971.

The significance of the paraprofessional movement has not been lost on the two big teacher organizations, the NEA and the American Federation of Teachers (AFT). Eighteen years ago when Bay City, Mich., launched the nation's first major experiment in the use of teacher aides, organized teacher groups recoiled in horror. They were

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convinced it was a scheme to cut school costs and balloon class sizes. This still worries AFT and NEA, but on the principle that "if you can't lick them, let them join" both organizations are now actively courting paraprofessionals.

AFT welcomes paraprofessionals into its teacher locals as full members, and since 1968, almost every set of teacher-initiated contract demands drawn up by local unions has included provisions for the hiring of teacher aides. In New York City, the United Federation of Teachers, an AFT affiliate, has won a landmark contract for 10,000 of that city's paraprofessionals.

The NEA, through its Assn. of Classroom Teachers, has been interested in the paraprofessional movement since 1967, and is now flexing for a full-scale organizing drive with the blessings of the 1971 NEA Representative Assembly. Eventually NEA expects to organize a separate membership category within its constellation for school auxiliary personnel. NEA leaders believe, however, that the organizing push should start at the local and/or state level. To promote this development, NEA is offering promotional savvy and some financial help to its affiliates.

Who are the paraprofessionals and what do they do? How are they recruited, trained, assigned and evaluated? What impact is their work having on pupil achievement, teacher morale, principal efficiency and parent satisfaction? These and other questions are answered in this Special Report.

HOW IT ALL BEGAN

The spectacular rise of the modern paraprofessional stems from the federal government's compensatory education drive of the mid-1960s. The usually middle-class and part-time composition reader, library, clerical and lunchroom aide had been a fixture in school for many years. Almost every suburban community had its cadre of well educated mothers anxious to put their free time and college background to constructive use. They tended to gravitate toward schools because there they could work on a flexible, part-time basis and still look after their families' needs.

But the war on poverty greatly increased funds for compensatory education and its emphasis on employing "indigenous workers" opened up a host of new school jobs for low-income people who were neighborhood-oriented, street-smart and highly motivated to help their children succeed in school.

At first, the Office of Economic Opportunity (OEO) was the largest employer of paraprofessionals. By June 30, 1965, some 25,000 were working in Community Action Programs. More than 46,000 were in Head Start. When the Elementary and Secondary Education Act of 1965 was amended to encourage employment of aides in Title I programs, the numbers skyrocketed. Vocational education and manpower training legislation further swelled the total, and the Education Professions Development Act of 1967 (EPDA) introduced the career development philosophy--the idea of employing aides and giving them on-the-job training for eventual careers in education. Prodded by all this and faced in the 1960s with a tight teacher market, many school officials threw away their elaborate restrictions on hiring (psychological testing, high school or college diplomas, arrest-free records) and began to employ as classroom and community aides local citizens--many of whom had formerly been considered unemployable.

More Adults Enter the Classroom

The rationale for the introduction of more adults into the classroom was that it would bring more individual attention to disadvantaged youngsters who desperately needed help. Aides could also help free the teacher from his clerical, housekeeping and monitoring chains and enable him to teach full time. Besides, the reasoning went, the hiring of poor and educationally disadvantaged persons from the neighborhood would forge new links between school and community.

Frank Riessman, director of the New Careers Development Center at New York U. and a leading champion of the paraprofessional concept, declared that

the aide could be the disadvantaged child's friend in need, potential counselor, model and sustainer of hope. "Because of his role and his situation in life," said Riessman, "the paraprofessional is more likely to be able to bring off home visits, to talk to people in everyday fashion and to teach children by using their own language idiom." Furthermore, he maintained, the aide's very presence in a role of some status in the school would say to the child: "It can be done; it is worth trying to do; you, too, can succeed here."

At any rate, it appeared that hiring of paraprofessionals was an idea whose time had come. After all, teachers had been saying for years, through such agencies as the National Commission on Teacher Education and Professional Standards (NCTEPS), that their jobs were bogged down with trivia and had become unmanageable. "Time To Teach," a study by the NEA Assn. of Classroom Teachers, produced volumes of evidence that the teacher had very little "time to teach." Furthermore, the new cry was for individualization of instruction for every child--and how in the world was the teacher to do that without some extra eyes, ears and hands?

As low-income paraprofessionals began to stream into schools and make themselves useful in literally hundreds of jobs, another idea took hold--that here was a reservoir of ambitious and resourceful people who could be trained for full-time careers in education.

Nationwide 'Career Opportunities Program'

The first big federal move to provide low-income people with a chance to start careers in education at whatever level their ability permits was the $24.3 million Career Opportunities Program (COP) begun in 1970. Some 8,000 participants--many of them Vietnam war veterans--are now in specially designed work-study programs established through grants under the Education Professions Development Act to some 130 local school districts in 50 states, the District of Columbia and Puerto Rico. Under COP, aides are organized as six-member teams in each school for inservice training, counseling and planning with their counterparts. About 12% of all COP auxiliaries begin with less than a high school diploma, while the rest may have as much as three years of college. In a single school district program there may be as few as 20, or as many as 340 aides. Currently they are working with Indian youngsters in the Middle West, with poor black children in the rural South, with Chicanos in the Southwest and other Spanish-speaking minorities along the East Coast, with poor white youngsters in the mountains of Appalachia and with black, brown, red and white youngsters in core-city schools across the nation. About 75% of COP programs are in the major big cities, half of which are designated as Model Cities.

The COP auxiliary not only has a chance to move up in the education field, but also he can move sidewise or diagonally, through what program planners call a "career lattice." Going up, he can progress from being an aide to eventually becoming a teacher. But he can also move horizontally from one field of work to another--perhaps from instruction to guidance--at the same level of responsibility. Or he can make a diagonal transfer from one field of work to another at the next level--such as going from an instructional aide to a guidance assistant.

Under the COP plan, a participant spends 20-30 hours per week in the school, and a recommended 10-20 hours in release time for university study, while on full stipend or salary. Not all COP workers will continue on to a baccalaureate degree. Some may stop with an associate of arts degree. But COP gives priorities to those aiming for a full degree and certification. They're given from four to six years to finish.

Force To 'Unfreeze' Schools

COP Director Wilton Anderson of the U.S. Office of Education (USOE) sees paraprofessionals as a major force to "unfreeze" practices in the educational community. Not only will the use of aides free the teacher to use his specialized creative and diagnostic skills in a new kind of "open" classroom atmosphere, Anderson says, but it may revolutionize the whole process of teacher education.

COP trainees, he says, are "feisty and eager, impatient with pedantry," and they are breathing new life into the process of preparing young people for a career in education. They use their classroom jobs as a kind of laboratory to put the educational theory they are learning right to work, and if it doesn't work, "they want to know why and what will work, and they want that information promptly."

Faced with this kind of student, colleges are beginning to ask themselves: Should classroom experience accompany college course work from the beginning of the freshman year rather than wait until the six weeks practice teaching period at the 11th hour of preparation? Might our whole curriculum be closer to the point if it related directly to problems of the "here and now" rather than the theoretical "hereafter"? The answers to these questions, Anderson says, will represent a radical departure from the separation that has characterized the "consumers"--local communities and public school systems--and teacher-training institutions, which are the "producers."

PARAPROFESSIONALS ON THE JOB

The school paraprofessional can be a teen-ager or a white-haired grandmother, an elementary school dropout or a Ph.D. holder, a suburban housewife or a retired businessman. Women, however, greatly outnumber men in these posts, and although paraprofessionals work at all levels from preschool through high school, most are found in the early grades.

Paraprofessionals wear a multitude of labels--instruction aide, teacher aide, education aide, school aide, community aide, media aide, clerical aide, teacher assistant, educational associate, family assistant, family worker, parent/community aide, social worker aide, community liaison worker. And some school districts describe more than 170 functions performed by aides.

A Profile of the Inner-City Aide

The paraprofessional working in a Title I, Elementary and Secondary Education Act (ESEA), program in New York City, according to a 1970 study by the Institute for Educational Development (IED), is often a 35-year-old married black woman with two children at home; her wages as a paraprofessional contribute less than half of the $6,500 earned by the family; she has no paid employment other than her work as an aide, has a high school diploma, works 22 hours a week as an educational assistant in a district decentralized ESEA Title I project at an elementary school, and spends almost all of her working time with black and Puerto Rican children and parents. She lives within a few city blocks of most of the pupils and parents she works with and has many informal contacts with them outside of school.

She is in her first or second year of employment as an educational assistant. She assists a third-grade teacher, spending most of her time in the classroom working directly with students, teaching and tutoring them in language arts, and to a lesser extent, mathematics. She is not required to use a foreign language in her work and knows no language other than English. She received no advance training for the job, but since becoming a paraprofessional, has received more than five weeks of part-time training, which is continuing. Perhaps the most important part of her training is the continuing supervision and help she gets from the classroom teacher to whom she is assigned.

Her most common duties are these: talking quietly to a child who is upset or disturbing the class; stopping arguments and fights among students; assisting pupils with learning drills in reading or mathematics; going over a paper with a child to point out his errors; listening to children tell

stories; pronouncing and spelling new words; listening to children talk about their schoolwork and their problems; listening to children read or give reports; explaining school rules; correcting homework papers.

A Profile of the Suburban Aide

The suburban paraprofessional, called an instructional aide in San Mateo (Calif.) Union High School District, is usually a middle-aged housewife with a college degree or some college experience, according to Shirley Rosenberg, who has served as coordinator of instructional aides in San Mateo since 1965. She may hold out-of-state teaching credentials or have some teaching experience. Her children are in school, and she is interested in doing something on a regular basis which will allow her to be home during nonschool hours and on school holidays. She does not want to work full time, yet wants to do something more challenging than the usual combination of PTA, Scout or other organization work. A night course at San Francisco State College has helped expose her to the latest ideas on motivation, discipline and evaluation, the nature of today's high school student and changes taking place on the high school scene. She works an average of 16 to 20 hours per week at $2.50 to $3 an hour, most often in English, reading, math, science and social studies classes. Mrs. Rosenberg says the typical San Mateo paraprofessional works with students in small groups or individually, either to shore them up in weak spots, or to assist them in assignments missed or not understood. She corrects papers, helps foreign students with language handicaps, draws up bibliographies, researches materials, develops filmstrips, assists with laboratory experiments.

Aides do everything from calming a troubled kindergartner to checking junior high school compositions. Generally, their duties fall into three categories: (1) instructional, (2) administrative and clerical, (3) community and social service. Some systems such as Minneapolis have added other categories: media aides and counseling aides.

The Instructional Aide

Most of the country's newer paraprofessionals are involved in instructional assistance, providing direct service to pupils during the school day. According to the IED study of New York City, almost 80% of all Title I paraprofessionals there are employed in classroom work as educational associates, educational assistants, teacher aides or student aides, with the remainder employed as parent/community paraprofessionals.

The instructional aide works in the classroom assisting the teacher. Most states which have issued guidelines on how paraprofessionals may be utilized stress that the teacher's responsibility is to diagnose children's learning needs and to make decisions on procedures to meet those needs. The aide may help, but always under the teacher's supervision.

Carl H. Rittenhouse of the Stanford Research Institute conducted a nationwide study for USOE in 1969 of 17 school districts using paraprofessionals--Atlanta; Cincinnati; Las Vegas; Los Angeles; Miami; Minneapolis; Newark;

San Francisco; Washington, D.C.; Prince George's County, Md.; Kansas City, Mo.; Wilmington, Del.; and Fremont, Oakland, San Jose, San Lorenzo, and Vallejo, Calif. Instructional aides in these districts perform such functions as these:

- Preparing flash cards, charts, or other audiovisual materials under teacher direction.
- Keeping attendance and health records. (There is disagreement as to whether aides should keep grade records, but it is usually permitted if aides have been specially instructed as to the need for confidentiality.)
- Operating audiovisual equipment such as projectors.
- Hearing requests for help and expressions of learning difficulty from pupils, and reporting such matters to the teacher. (The aide responds only if generally or specifically authorized by the teacher.)
- Reading aloud or listening to children reading.
- Tutoring individuals or small groups of children on well defined subjects for which the teacher feels the aide is competent. (In most cases, the teacher is expected to be present in the classroom when such tutoring takes place.)
- Scoring objective tests. (Some districts permit scoring, but not grading. In others, aides may grade subjective tests or read themes.)
- Monitoring pupil activity during study periods.
- Escorting children on errands outside the classroom, but within the school.
- Making arrangements for field trips. (It is usually required that certificated professionals be in charge of the field trips, but aides may go along to assist.)

Rittenhouse notes that there is another general category of tasks performed by aides which require "listening, supporting, emphasizing, inspiring or trouble-shooting." Disadvantaged children, he points out, are usually quick to detect the feelings and attitudes of other students and are sensitive to deficiencies in their relationships with others. Aides can watch for signs of trouble. They can encourage pupils and allow them to demonstrate special skills. They can interest pupils in the various activities available in the classroom. They can talk to pupils who are upset. Most of these activities, he concludes, "do not require special skills or training--only the simple acceptance of and liking for children."

Kindergarten and first grade aides in 38 Title I schools in Newark, N.J., reported that they spent from 26% to 39% of their time in direct instruction with children. The next highest percentage of time (11% to 20%) was in the area of lunchroom and playground supervision. The aides spent 13% to 19% of their time putting out material in preparation for a lesson and cleaning up

afterwards. Time spent in planning and evaluating with the classroom teacher ranged from 13% to 15%. The remainder of the aide's daily activity involved clerical work and general school services like milk and money collections.

Dade County, Fla., schools employ 1,282 paraprofessionals in some 14 different programs from preschool through high school. Several are federally funded. For example, aides work in COP, Title I, Follow Through, Head Start, an Early Childhood Learning program for migratory children, two bilingual programs for helping Cuban children and adults with language problems and a program for emotionally disturbed youngsters. Dade County also has a "talent development" project employing aides, and a program that enlists senior citizen paraprofessionals.

To assist district administrators to meet state requirements in employing aides, the county has compiled an outsized Analysis of Staff Development Programs for Paraprofessionals, 1970-71 which lists each separate program, its objectives, basic and specific skills required of aides hired under the program, current training of aides and methods of evaluation. It also describes a staggering number of tasks undertaken by aides in the various programs. In just one such program--Follow Through--the aide performs these functions:

Child care activities: putting on and taking off outdoor clothing, checking daily on the health of pupils, assisting sick pupils, assisting in supervising recess time (free play), taking pupils to and from various places in school (such as lunchroom, nurse's office, principal's office, bathroom), supervising noon lunch, assisting groups of children on a field trip, talking quietly with a pupil who is upset, weighing and measuring pupils, assisting in supervising rest periods, making personal observations of children and bringing them to the attention of the teacher, stopping pupils from fighting, helping pupils get ready for an assembly program, accompanying the teacher on home visits and making follow-up visits on special cases.

Clerical housekeeping activities: filing work in children's folders and cataloguing materials; collecting milk money; keeping health and attendance records; watering plants; getting classroom ready for next day; checking on temperature, fresh air and lighting in the classroom; helping compile records for testing referrals and federal reports.

Assisting with materials: operating equipment such as movie projector, slide projector, tape recorder; preparing audiovisual materials such as charts and transparencies at the request of the teacher; preparing bulletin board displays; duplicating materials; checking supplies.

Teacher-directed activities: assisting in organizing recess time into directed games and activities; assisting in taking a small group of pupils on a walk in the neighborhood; helping pupils move from one activity to another; giving a pupil a chance to show he can do something well; helping pupils learn to play together (such as sharing toys and materials, taking turns); helping students look up information in a book; assisting pupils in the library (picking out books, finding information); caring for children when teacher is out of the room; assisting children in feeding classroom pets; playing games with pupils such as rhyming games, guessing games, finger

games; getting a restless pupil involved in some of the available activities; listening to pupils talk about themselves or their families; singing with a group of pupils; serving as a private secretary to record children's stories; listening to a pupil tell a story or read his own written story; assisting a pupil in finishing work or catching up; listening to a pupil read; acting out stories with pupils; reading and telling stories to pupils; taking charge of a small group which is working on a special project while the teacher works with another group; explaining school rules to pupils; helping pupils learn proper use of tools and equipment; helping pupils use a teaching machine; helping pupils to use programmed materials; telling a pupil what happened or helping him with subject material missed during absences; playing a musical instrument for the pupils; working directly with students in a teacher-introduced art project such as a bulletin board, Christmas decoration; helping young children learn to use crayons, scissors, paste, paint; showing pupils how to clean up and put away materials; helping pupils understand teacher's directions; helping pupils improve their manners; assisting teacher in working with pupils who need special help.

Suburban Aide Pluses

In suburban communities like Scarsdale, N.Y., San Mateo, Calif., or Fairfax County, Va., paraprofessionals perform similar duties, but thanks to unusual educational backgrounds, they often bring an extra dimension to the school program. One aide in Scarsdale, for example, speaks French, German, Russian and Spanish, and spends all of her time in the system's language center. In San Mateo, the wife of a psychiatrist, herself a psychometrist, has worked five years as a counselor's aide. She helps students with college and career selections, arranges college interviews, assists in programming students into classes and has organized group counseling sessions for students who share a problem (such as chronic tardiness). Two other aides in the social science resource center at a San Mateo high school gathered and organized the materials there and work closely with the teachers and students to ensure that the center is used to the maximum. A San Mateo teacher aide has a master's degree in sculpture and is trained in ceramics and jewelry making. She works in a program with three teachers and two other aides aimed at restoring the confidence and interest of poor students by relating their work in English and mathematics to projects in industrial and creative arts. Another teacher aide, experienced in all kinds of dietary work, helps on San Mateo's "FEAST" project to encourage high school graduates to seek employment in the food industries.

In Fairfax County, Va., a high school teacher aide with a master's degree in English identified potential dropouts and teaches a special English class that they may find more meaningful than the regular one. A boy intent on starting his own pizza business, for example, doesn't find much inspiration in "King Lear," so this aide concentrates on the skills of communication he's going to need to operate his own food shop.

Fairfax aides, who must have two years of college, are drawn mostly from the ranks of community housewives, work a full day (7½ hours) for 9½ months, and are paid anywhere from $3,760 to $4,574. There are 225 of them now in the program, which started five years ago with kindergarten aides and has now

added instructional media aides and instructional aides at both elementary and high school levels. There is rarely a shortage of applicants in this program which is financed entirely from local funds and which has unearthed some remarkable talents. A Reston, Va., aide, for instance, hails from teaching in a South American private school. She conducts a daily "special interest" seminar for youngsters to teach them something of the Portuguese language, as well as traditions, arts and mores of South America. Another Fairfax County elementary aide who wrote and illustrated children's stories now works with elementary school children having learning difficulties. She makes some of the assignments clear to them by quickly sketching pictures. A sports-minded housewife who also liked to sew found a comfortable niche at a high school, encouraging girls to learn golf and tennis "which they can use the rest of their lives," and sewing which can also enrich their futures.

"Composition readers," drawn from the ranks of college-educated housewives, have been used for years by many suburban districts to help lighten the load of the high school English teacher. For example, Menlo Park, Calif., schools require their readers to have an A.B. with a major or minor in English, and give preference to those who have had intermediate or upper grade teaching experience. The reader has a weekly conference with the teacher on the purpose of the assignment, then reads the students' written work for usage, spelling, mechanics, organization and style. The reader also identifies outstanding compositions and those that should be rewritten.

One national program that has attracted educated housewives, upperclassmen in teacher education programs and retired teachers into the paraprofessional field is the Model Schools Project sponsored by the National Assn. of Secondary School Principals. (See p.50 for more details.) These citizens, who must have the equivalent of about two years of college training in the subject field in which they are to help, become instruction assistants in the model schools. They work from 10 to 30 hours weekly, supervising independent study areas, preparing materials and evaluating pupil progress.

Not all suburban housewives who become aides are working to increase the family income, or to fill some need of their own. Many become aides simply because they want to serve their communities. One such woman, for example, went to work as an aide because she was a member of the League of Women Voters in her city, and members were asked to help out in a school program. A former home economics journalist, whose children were in school, did not approach the task with any idea of teaching, but only to do routine tasks. One of her assignments, however, turned out to be supervising a few disadvantaged nonreaders while the teacher worked with those who could read. When the supervisor suggested that the aide work with the nonreaders on simple science problems, she set up an interest corner, helping the children to learn about and handle many things from the world around them.

The Community Aide

Community and social worker aides have duties in the classroom somewhat similar to instructional aides, but in addition, they have certain important liaison duties which take them out into the community and the homes. For example:

- Dealing with attendance problems by working with parents and pupils on the importance of coming to school regularly.
- Accompanying the teacher to the home or meeting with the teacher and parents in the school.
- Identifying students' study and work problems.
- Reinforcing positive attitudes of parents and students toward school.
- Reporting problems observed in the home to counselors.
- Taking sick children home.
- Making telephone contacts with parents on a regular basis.
- Following through on teacher referrals of behavior, disciplinary or social problems to counselors or parents.
- Working with individual children.
- Referring parents to various social agencies in connection with problems relating to the education of their children.

New York City teachers and principals were interviewed separately in the IED study. They were asked to rank the "five most valuable" activities performed by the paraprofessionals. The report noted that teachers and principals may disagree about some things, "but not about what they want parent/community paraprofessionals to do." They ranked the activities as follows:

- Hearing complaints from parents about problems they have with the school.
- Arranging meetings of parents and school staff to discuss school issues.
- Learning about unsafe health conditions in homes, such as: poor heating, faulty plumbing or lack of pest control.
- Getting to know what families in the school are in need of welfare or other financial assistance.
- Taking school children or members of their families to the health clinic for regular checkups.

Dunbar High School's Secret Weapons

An example of the work done by community aides comes from Paul Lawrence Dunbar High School of Baltimore's inner city. This cadre of "community liaison workers" is widely regarded as a veritable powerhouse of organizing ability, empathy for people-problems and community savvy of the kind that gets things done. In another setting, these paraprofessionals, most of whom are community mothers, might have become business executives, diplomats, ace troubleshooters or crusading clubwomen. Their present jobs call for all these skills--and more.

They describe themselves as a "bridge" between the home and the school--the go-betweens who interpret one to the other. They also serve as a "friend-of-the-family" to ghetto residents who may have no other friend. Their big aim is to knock down, melt away, smooth out or beat back any obstacle that might be preventing a child from coming to school regularly.

If, for example, a child fails to show up for a medical appointment (and 50% do fail to come), the community worker gets in touch with the parent to find out why. If the parent can't take the child to the appointment, the worker will.

Workers keep their own records on each child's daily attendance chart. If Jay Jones is missing one morning, the worker is off in a flash to find out why. As one aide put it: "We run down the absent. If a child has human problems--needs shoes or clothing--we get them. If it's a financial problem, we have a hotline into community service agencies. If it's a medical need, we can supply eye glasses, hearing aids, and so on."

Visiting the homes, a major part of the job of the community worker, sounds innocent enough, but what they find can be an eye-opener. Community worker Lucille Gerham describes one such visit she made to discover why a girl student, who had never been in trouble until she reached high school, was now "being suspended almost every day."

"Her home," says Mrs. Gerham, "was a six-room, two-story house. Living there were a grandmother and grandfather, 15 teen-agers, three adult uncles, four elementary school children and six tiny tots. The house was clean, but you could barely move around in it, there were so many mattresses and cots everywhere. The grandmother told me that all of the childrens' mothers had been arrested 40 days earlier in a drug raid. She didn't know whether they had been charged or had had a trial.

"That was on a Friday. On Saturday, I went to the legal aid office and got the lawyer to investigate. He found out that two parents had been charged with possession of drugs and had a court-appointed attorney, but had not had a trial. The others hadn't been charged with anything--they were just being held. "As a result of the lawyer's investigation, all but the two were released on Monday morning, and we pushed for an early trial for those who had been charged. When the girl's mother was released, I worked with the family to help them find an apartment. Now that girl comes to school every day and no teacher has a problem with her."

Other Kinds of Aides

A more familiar type of paraprofessional is the clerical aide who usually works in school or district offices, or for one or more teachers on strictly clerical tasks such as typing, telephone answering, record keeping, duplicating materials, overseeing and storing supplies. Sometimes the clerical aide also serves as hall, lunchroom or playground monitor. Newer types of aides would include the counselor aide and the media aide. These aides are active in Minneapolis, which operates one of the most sophisticated paraprofessional programs in the country. The program is described on p.55.

RECRUITING AND HIRING THE PARAPROFESSIONAL

Recruiting the paraprofessional has generally been easy--often a note sent home with the child or notices in the newspaper will do the trick. In his report to USOE, Carl H. Rittenhouse noted that in most communities there are substantial numbers of individuals who are eager to become actively involved as educational practitioners. The additional money earned can supplement very low family incomes, says Rittenhouse, and the chance to help educate the community's children is welcome.

Family income below a certain level (usually $4,000) is a requirement of a number of ESEA Title I programs. Related to this requirement is the condition that the aides live in the vicinity of the school to which they will be assigned. Health criteria exist for almost all aide programs. Usually this stems from state law requiring individuals working in certain jobs (as with children) to pass physical examinations before they are employed. Thus the health requirements for aides are usually the same as for teachers. Some programs have age restrictions, but usually they are not stringent.

Recruiting is not a problem in the affluent suburbs either, according to San Mateo's Mrs. Rosenberg. The San Mateo program started with former Supt. Leon Lessinger who had the idea that a highly competent person assisting the teacher might be the way to give students more individual attention. Mrs. Rosenberg sparked a series of meetings with such groups as PTA, League of Women Voters, American Assn. of University Women and retired teachers to discuss chances of finding this kind of help in the community. She also met with principals, department heads and teachers at each high school to discuss the potential of the program and to answer their questions. When the program was publicized through newspaper articles and announcements in organization bulletins and speeches, she received 80 inquiries from women who met the requirements--a college degree with some experience that would make them helpful in a school situation. Thirty were hired. Today San Mateo has 100 instructional aides, and the supply always exceeds the demand.

Mrs. Rosenberg says that San Mateo's instructional aides are "far more dependable, dedicated and enthusiastic than we expected. They are willing to work for an hourly wage ($3) which offers the district a means of supplying individual attention to many students which simply wouldn't be feasible under any other arrangement." Also, the program has become a means of motivating many of the aides to become part of the regular teaching staff. Several have received their credentials since 1965, others are attending college part-time to get a degree, and all want to continue working in San Mateo. Thus, says Mrs. Rosenberg, "We have the advantage of having previewed their skills and have first call on them when they are ready for regular employment."

Men Are Scarce

There are only three men in the San Mateo program. And they are in low-income neighborhoods. The main difficulty in recruiting has been to attract men. Oregon had 2,283 aides working in 257 school districts in 1971 and only 65 were men. As Rittenhouse points out, men with families cannot support them at prevailing wage levels for aides (average beginning hourly pay is something over $2); also, supervision by female teachers may be unacceptable for some men. A few programs have recruited men successfully, but the men are usually high school or college students who take aide positions as a preliminary to or part of their professional training to become teachers (as in COP), or are studying at night for a degree. Montgomery County, Md., has recruited this type of young man as physical education aides. A unique senior citizen aide program in Dade County, Fla., has recruited both men and women. In this case, however, most of the aides are retired, and the men function as aides in manual arts classes. Montgomery County also has a few male aides in automotive and wood-working classes.

The aide training project at Howard U., which was carried out with the cooperation of the Model School Division of the Washington, D.C., schools also attracted males, but they were high school students. Most of the men selected had poor academic and attendance records and had been involved in juvenile delinquency. They were regarded as potential dropouts. In this project, teachers handled recruiting on an individual basis by seeking out those they thought might be interested in the program.

Hiring the Aide

What should the administrator look for in hiring a paraprofessional? What characteristics will make the aide an effective worker? The IED study in New York City, like others before it, came to one conclusión on this point. Teachers and principals told the researchers that the important thing about a paraprofessional was not whether he was young or old, black or white, rich or poor, modestly educated or well educated, but whether he had the personality traits that most human beings tend to value in other human beings. The 1,356 answers given by teachers and principals revealed that the "ideal" paraprofessional is personable, able to relate to other people, stable, interested, knowledgeable and intelligent--in that order.

In its guidelines to local school districts, the North Dakota State Dept. of Public Instruction agrees, stating that establishing "artificial educational standards for selection of the aide such as a college degree hardly seems justified." Personal qualifications and the ability to do the required tasks should weigh more, the guidelines go on. Consideration of the degree of "direct contact and experience with children should be of primary importance in selecting a teacher aide. For a clerical aide, working outside the classroom, typing would be a must. Communication skills are vital for the aide who is to be a liaison between school and community."

The most common educational criterion in the 17 school districts studied by Rittenhouse was a high school education or its equivalent, with college training rarely required for first-level aide positions. Suburban programs

like those of Fairfax County, Va., or San Mateo, Calif., may require a bachelor's degree or at least two years of college. Some programs have deliberately sought applicants with limited educational backgrounds to determine whether or not they can be trained to function effectively as aides. There is rarely a requirement for any particular kind of past experience, although some programs give preference to those who have worked with children in other settings. Sometimes, retired teachers have been hired. Some programs require that aides be parents of children in the district or school and many give preference to those who live in the immediate school community.

Since the focus of many programs is on language education, the schools usually want aides to have basic skills in speech and writing, but this doesn't necessarily mean strict adherence to proper grammar. Aides who speak the special language of the disadvantaged or minority child can be "enormously useful" in the educational process, says Rittenhouse, whether or not they speak English correctly.

The qualifications of applicants are generally determined by the standard means of applications, interviews and tests which may be given to establish whether the applicant has the equivalent of a high school education. Clerical tests are administered where these skills are required.

Interviews are the most common method of selection. They may be conducted by the district personnel department, the school principal, teachers, special aide program consultants or by some combination of these. In a few cases, applicants may be interviewed in a group so they will be more at ease. Principals are usually the key figures in the selection and hiring of aides and almost always take part in the interviewing and make the final selection. Experience in most school districts shows it is wise to have teachers also interview the applicants for aide positions in their classroom. For one thing, possible personality clashes may be detected early.

In San Mateo's "suburban mothers" program, there is "screening all the way," says coordinator Shirley Rosenberg. First there is a thorough discussion of the program with the candidate over the telephone. Then comes a personal interview, followed by a careful matching of the candidate's background, personality, availability and interest with requests from teachers who want aides. In San Mateo, the teacher has been given the authority to select his assistant. He can interview as many candidates as he feels necessary to help him find the right one. This process, says Mrs. Rosenberg, does much to eliminate future conflict.

Newark, N.J., has developed an interview guide form for its interviewers. The interviewer questions the applicant about language competence, availability, willingness to work with mentally or physically handicapped children, criminal convictions, and willingness to accept assignment in a school other than the one nearest the aide's home. The interviewer also asks about previous jobs and special talents and explains the need for a physical examination. He asks what the applicant thinks aides do, and clarifies any misunderstandings on this point. Space also is provided on the interview form for brief evaluations on the following criteria: personal appearance, evidence of empathy toward the aide program, prior training and experience, speech, special abilities, outward evidence of well-being.

HOW AND WHERE TO ASSIGN AIDES

The placement of aides usually boils down to one practical consideration--put them in schools that have the most need. Indeed, administrators often have little choice--federal programs such as Title I, ESEA, usually require aides to be assigned only to target area schools with significant proportions of economically disadvantaged youngsters.

In the early days of Title I funding, administrators tended to assign available aides evenly to all eligible schools. They soon discovered, however, that this spread aides so thin that their impact on children's learning was hardly felt. Many of the districts studied by Rittenhouse started with the spread-them-evenly concept, but have now restructured programs to concentrate aide efforts in a few schools (sometimes running into administrative and legal difficulties with federal programs when they did so, however). Most administrators and teachers who have had it both ways maintain that greater concentration of aides is desirable.

A report on the Washington, D.C., schools' use of aides, entitled Teacher Aides in Action in Elementary and Secondary Schools, published in collaboration with the Washington School of Psychiatry, declares that it also "can be folly for the school principal to allocate aides to teachers on a fair-share or equal-time basis." The wise principal, says the report, will get as many aides as he possibly can and then, in collaboration with a faculty committee, he will make decisions about assigning them. Definite assignments should be made after the aides report to the school because "only then will the principal and teachers have had an opportunity to know the aides' strengths, talents, skills and preferences." The report advises principals to set up planning sessions with groups of teachers or even the total staff to plan for the use of aides. These should be followed by two or three meetings during the school year devoted to sharing ideas, techniques and successes--meetings attended by both teachers and aides.

Another question to be ironed out: Should aides be used where and when a need develops in a school, thus requiring aides to report to several "bosses," or should aides spend all or most of their time with one, or at the most, two teachers? Experience has shown, says Rittenhouse, that the closer the teacher-aide working relationship, the more children will benefit. The relationship itself, he says, is a difficult one, and takes time to develop. Furthermore, when an aide has only one or two supervisors, she will have fewer well defined tasks to perform and can become expert in them.

The Washington, D.C., experience suggests that it is "a serious administrative mistake" to assign an aide to too many teachers or to too many

school tasks. Faced with the dilemma of insufficient aides, a principal may decide to divide the aides' time evenly among the whole staff. Teacher Aides in Action declares that this is not a good idea, and in such a situation it recommends the assignment of one aide to, at most, two teachers for one semester, and then to two others for the second half of the school year.

A version of this concept is used in Fairfax County, Va., schools. There, aides are drawn largely from college-educated community personnel. Aides are used only in those schools where principals request them. When hired, the aide is assigned to a principal or assistant principal who directs her activities at the school. The principal or his assistant makes sure that teachers realize these are instructional aides, not typists, and keeps an eye on each teacher/aide combination to see that personality and role problems are minimized.

Although assignment is normally the prerogative of the principal and he makes changes as needs come up, it is the classroom teacher who is responsible for the instructional program in his classroom. Guidelines from the North Dakota State Dept. of Public Instruction say the teacher should make the final decision on whether an aide should be assigned to him. Since philosophy, personality and methodology of the aide may differ from that of the teacher, it is important, the guidelines say, "that an aide be someone who can fit into the teacher's scheme of things." North Dakota recommends that aides work in a general capacity at first, serving many different teachers, until a particular teacher requests his services on a permanent basis. The guidelines also stress that the aide should be free to accept or reject a teacher's request for his services. Aides are often used in team teaching. They are assigned to a particular team and supervised by the team leader. One school, for example, has two teachers and three aides handling all instruction and clerical functions for three sixth-grade classes.

The Principal Sets the Tone

Because the principal is the key figure in the school, responsible for overall administration, he is crucial to the success of an aide program. The Washington, D.C., report points out that the principal can free teachers to develop unique, original, unorthodox ways of using the aides. "Hopefully," the authors say, "he will see aides not only as helpers with clerical and custodial chores but also as partners with the professional staff--all of whom are engaged in improving the instruction in the school. If the principal sees the aide as a source of help in flexible scheduling, in grouping children by need or interest, in developing interest centers in the classroom, and ultimately in developing some individualization of instruction, the teachers will, too."

The principal sets the tone of the school, also, and he can make the aides feel welcome and a part of the staff. His attitude is sensed and reflected by teachers and office staff. The Washington, D.C., report offers further insight: "We saw friendly attitudes embodied in little things that mean a great deal to aides--a place to sign in at the office, a mailbox, a desk in the classroom, invitations to appropriate staff meetings and workshops and a voice in the ongoing business of the school or classroom."

SUPERVISING THE AIDE

Day-to-day supervision of the aide is the job of the teacher, and it is important that there be complete understanding between teacher and aide as to the proper roles of each in the classroom.

Administrators of Fremont (Calif.) Unified School District's Title I program, "Project Growth," have established with teachers these rules for utilizing paraprofessionals: the aide is to be used for instruction of small groups or individuals at least 80% of the time; an aide is to be used for clerical work only 20% or less of the time; the instructional aide is to reinforce concepts presented by the teacher; teachers are to plan weekly with the instructional aide and to be sure the aide understands each phase of the lesson plan; instructional aides are not teachers and are not to take control of the class, nor are they to be left in the classroom without supervision; the teacher should be a good example for the instructional aide.

Every teacher gets a bulletin in the fall which spells out various facets of "Project Growth" and emphasizes that the teacher is responsible for the diagnosing, planning and evaluating of each pupil in her class, although the aide may make suggestions and can report progress. To keep the 80/20 percentage figure on the track, the administrators suggest that the teacher have both a weekly and daily "lesson plan" for the aide to follow. For example, the weekly plan would be for the aide to "help children at table four with their writing." The daily plan, given to the aide at the close of one school day, might direct her on the following morning to "review formation of 'o' with these children before they make a 'd.' Susan needs special help."

Duties Pinpointed by Questions

Fremont administrators also work with the aides to make sure they know exactly what is expected of them and how they can make themselves especially helpful. One checklist directed to the teacher aide, entitled "For You To Find Out," includes these questions:

1. What are your special and regular duties?
2. What records are you responsible for keeping?
3. What special services are available to the classroom and the school in which you work?
4. What schedules are you responsible for following?
5. What emergency provisions apply to your situations?
6. When do pupils come? When do they leave?
7. Where and when will the pupils in your classroom play?

8. What are the most significant playground regulations?
9. For what lunchtime activities will you be responsible?
10. Where are the supplies kept and how are they obtained?
11. What equipment is available and how is it obtained?
12. Where are the special rooms and facilities in your school?
13. Are you responsible for recording your own attendance? If so, how?
14. What is the line of communication and authority you are to follow?
15. Who has priority on your time?
16. If you are responsible for working with more than one teacher, how is your time divided?
17. What pupil records are available to you?
18. To whom should you direct questions concerning school policy?
19. With whom should you discuss a problem concerning relationships?
20. What should be your response in case a parent raises what you consider to be a valid criticism of a teacher with whom you are working?
21. What is expected of you in terms of pupil discipline?
22. Does your teacher wish you to volunteer when you think you can help?
23. What course should you follow if you feel that you do not have enough to do?
24. What course should you follow if you feel that you have too much to do?
25. How does your teacher view the teacher/aide relationship?

Suggestions for Becoming a More Successful Aide

Another Fremont checklist for aides offers them specific suggestions that will make them effective classroom helpers:

1. Learn the names of pupils immediately (make yourself a seating chart).
2. Learn as much about each pupil as quickly as possible.
3. Lend personal assistance to pupils wherever possible.
4. Consult often with the teacher as to how you can help.
5. Give encouragement to pupils wherever and whenever you can.
6. Praise pupils' efforts and successes.
7. Be patient in dealing with pupils.
8. Become familiar with the school building, grounds, personnel.
9. Learn the routine of the school day.
10. Get acquainted immediately with emergency procedures.
11. Learn the location, use and operation of equipment.
12. Get acquainted with school policy as it applies to you and your work.
13. Learn the routines of lighting, ventilation and custodial service.
14. Assume responsibility with teachers' permission for calendars, books, etc.
15. Practice observing in a meaningful way every chance you get.
16. Inform the teachers with whom you work of any special talents or interests and of special experiences you have had.
17. Watch carefully how the teacher deals with and directs pupils.
18. Exchange telephone numbers with your teacher.
19. Get acquainted with other staff members.
20. Be mature in your conduct and demonstrate that you are a responsible person.
21. Ask for clarification when you do not understand an assignment or suggestion.
22. Be on time and leave at an appropriate time.

Some districts, like Fremont, have been able to provide funding for one or more teaching assistants who help in the supervision and operation of aide programs. They are usually certificated teachers who have been released from some of their teaching duties to oversee the aide program in a particular school or group of schools. They observe the program for indications of problems and can serve as a "listening post" and trouble shooter for both teachers and aides. They can serve as a liaison between teachers and principal, providing information on how aides are functioning.

In Fremont, for example, the resource teachers are responsible for the supervision of the total program in each target school under the direction of the project director and the principal. They also work as liaison officers between the district office and the school. The resource teachers make classroom visitations, help on placement of aides, evaluate the aides, check aides' lesson plans and hold weekly inservice meetings and workshops for the aides. These workshops have covered such fields as teaching techniques for special or unusual situations, positive approaches to discipline, review of new materials and learning how to use them, bulletin board ideas, educational films, how to teach music, materials for use in science.

TRAINING THE PARAPROFESSIONAL

The typical paraprofessional gets no training before he takes his job, except for a brief orientation as to his duties and responsibilities. In the New York City IED study, for example, only 25% of the aides reported they had received preservice training, and a 1969 study by the New York State Dept. of Education of the almost 700 school districts using aides of some type showed that fewer than half provided training programs either through their own resources or in concert with other agencies.

Once on the job, however, the aide usually is taught, either in formal sessions or by the teacher, how children develop and learn, how to make instructional materials, how to operate audiovisual equipment and how to be helpful to parents.

Most orientation and early training also usually includes advice on the personal qualities expected of the aide in his new setting. Minneapolis has a helpful Auxiliary Personnel Guide, for example, which passes along these pointers to aides:

- A teacher aide, being one of the school community, must be discreet in passing on information to the community (children and adults). When relating incidents that occur during the school day, please do not name names!

- The classroom is a privileged area. The teacher's methods of teaching and disciplining may be misunderstood when being discussed over a casual cup of coffee. Names and incidents should not be related to children and adults.

- It is natural to discuss incidents with other school personnel, but "accentuate the positive!" Use discretion when discussing school problems and situations. Never pass on confidential information received from your teacher regarding a child's family situation, etc.

- Be specific and accurate when relating information to the teacher or teachers involved. A good question to ask yourself before speaking is: Does the information I have relate to this situation and is it unbiased?

The Washington School of Psychiatry trained 100 specially selected aides for the Washington, D.C., schools, attempting to transmit from the fields of psychiatry, child development and teaching techniques those concepts and skills "we thought would be indispensable to the aide in his new paraprofessional career."

Using role playing and simulation, trainers projected the kinds of actual situations an aide was unlikely to encounter in the new job. For example, how would an aide feel and what would she do if the teacher (who had asked for an aide) did not introduce her to the class and did not use her for three days? The unique element in this training program, according to school officials, was "the attempt to help the aide see himself, and consequently others, with more understanding and respect."

One successful preservice program in Fremont, Calif., consisted of a six-week, federally funded demonstration summer school which aides attended four hours per day for 20 days (with two hours of homework daily). Aides were paid $2 an hour for attending. They received instruction in academic as well as general education topics in the course conducted by a target school principal and an experienced teacher. These were some of the areas covered:

1. Building and Staff Orientation
2. Child Growth and Development
3. Classroom Management and Discipline
4. Use of the Library
5. Making and Producing Duplicated Materials--typing, writing, masterfax, ditto machine
6. Chart Making
7. Art Media Workshop
8. Bulletin Board Techniques
9. Record Keeping (attendance, lunch money, test scoring, correcting papers)
10. Operation of All Building Audiovisual Machines
11. Practice in Cursive and Manuscript Writing
12. Courses of Study Expectations at Various Levels
13. Children's Literature (tapes)
14. Reading (tapes, games, dittos)
15. Math (tapes, games, dittos)
16. Science (tapes and equipment)
17. The Reading Process (techniques of reading, telling stories)
18. Games for Physical Development (rhythms and folk dancing)
19. Reports from Professional Readings
20. Supplies and Forms
21. First Aid and Procedures
22. Anecdotal Record

Of the 43 who took the course, 33 were subsequently hired as aides. Besides constant supervision by the classroom teacher, their education is continued through weekly inservice meetings with a "resource teacher" who calls on other specialists in art, math, reading and psychology to help the aides cope with real classroom problems--discipline, remedial procedures, human relations, new techniques. For example, a session on human relations might include discussion by aides on what to do when faced with posers like these:

- The child says, "I don't like my teacher, but I like you [the aide]."
- One teacher talks about the principal, saying unkind, disloyal things.
- A teacher talks openly about her religion to children in the classroom.

- Another teacher asks the aide to help in reading, but the aide is not assigned to that teacher.
- One teacher is talking to another, and the aide overhears that the teacher he is aiding does not like his work.
- A teacher uses profanity around children.
- A principal confides in an aide a matter which has to do with problems of a teacher the aide is helping.
- A parent calls the aide at home and asks why the teacher mistreats his child.

Teachers Need Training, Too

As aides appear in increasing numbers in the nation's classrooms, there is a growing feeling that teachers need training as much as the aides. In fact, some authorities say flatly that training teachers to use aides effectively is really the key to expanded programs. One need that is almost totally unmet, according to the Rittenhouse study, is training future teachers still in college how to use aides. "Young teachers in particular," Rittenhouse says, "appear to have difficulties working with aides." Studies by the NEA Research Division echo this comment. They show that both new and veteran teachers feel their "greatest need" is learning how to utilize aides. A Tennessee study revealed that only 47% of the teachers in that state responded affirmatively to the question: "Do you feel comfortable in the role of supervising paraprofessionals?"

The 1970 report of the NEA Task Force on Paraprofessionals stressed the need of training teachers specifically to help them:

- Adjust to a new role as diagnostician, prescriber and supervisor of a supportive staff.
- Learn managerial skills such as scheduling; sharing responsibilities; effective use of time, space and resources; and evaluating the work of paraprofessionals.
- Develop human relations skills.
- Accept a new role with a "sense of security."

The Washington, D.C., report on Teacher Aides in Action points out that in order to use aides effectively, the teacher must examine his own role. He needs time to explore both the special contributions that a second adult can make in the classroom and the complexities inherent in the new relationship. The quality of the training program should be such, says the report, that teachers will:

- Rethink their roles as teachers, seeing themselves as diagnosticians free to determine remedies, now that they have help to carry them out.

- Recognize that the assistance given by an aide, aside from the obvious clerical and housekeeping chores, will differ in each classroom, depending on the differences in class needs and the aide's skills. It is important that teachers allow themselves to feel open to surprises.

- Learn what training the aides are given and have an opportunity to talk with the aides' training staff.

- Share ideas with teachers who have already used aides. Teachers should have the opportunity to discuss among themselves and the training staff such questions as: How am I going to react to another adult in the classroom? How will I react if she makes a good suggestion that I haven't thought of first? How can I use her with the parents? With the children? Are all of the teachers in the school supposed to use aides in the same way? Should I plan class programs with her? Will I treat her as a coworker or as a subordinate? How friendly should I allow the relationship to become? Will I be free to utilize any of the aide's special skills? How will she be able to help me?

Arizona Recommends Continuous Team Training

Several states have issued guidelines for training aides. They stress the importance of preparing the teacher and the aide as a team. Arizona, for example, suggests a continuing process of training, starting in the aide's preservice period, that covers these points:

Orientation to the total program. This would cover the history and significance of aide personnel, as well as career possibilities. Educational terminology would be defined and the educational program and facilities of the school, including school regulations and practices, policies, administrative structure and communication channels would be discussed. If ethnic minorities were represented in the school, appropriate information in this area would be provided.

Consideration of ethics and standards. Topics would include personal responsibility, the need for confidentiality in handling student records, respect for others, democratic ideals, the influence of adult values on children, aide relationships to both school and community affairs and the aide's role as a representative of the school system.

Training in interpersonal relationships, as they affect aides, children, staff members and parents. Topics of concern would be motivating, communication skills (including listening), social and personal perception, use of discipline, delegation of authority, morale, community values, decision making and problem solving, leadership and cooperation. It is particularly important that both teachers and aides participate in these sessions.

Development of understanding and ways of meeting needs of students. Included here would be encouragement of creativity, facilitation of learning through satisfaction of physical needs, development of students' abilities to solve interpersonal problems, factors influencing learning, personal growth techniques, fulfillment of emotional needs without hurting others, develop-

ment of social adequacy through practice, and respect for individual differences.

Development of the learning atmosphere. This would include awareness of teacher and student needs, awareness of the effect of physical well-being on performance, the importance of routine and organization for learning, appropriate classroom dress and grooming, stimulation of positive attitudes and the influence of empathy and understanding.

Development of an appropriate repertoire of skills. Included here are the development of neatness and accuracy in classroom clerical skills; reinforcement of teachers' skills in all subject areas; monitoring skills; knowledge of various school and community services; use of audiovisual equipment and materials and copying devices; accident prevention and emergency treatment of minor injuries; sanitation; remedial efforts in writing, spelling and grammar as needed so that the aide can function more effectively in the classroom; assistance in lunchroom, hall, library, assembly, playground and bus as needed; and skill in the handwriting system used and in library work.

Georgia Has Licensing Requirement

Georgia has recently instituted a licensing requirement for all aides and paraprofessionals and has set up specific regulations for their preservice and inservice training. No auxiliary personnel can be utilized without the preservice training which can be conducted in a local school system, a vocational-technical school, or a junior or senior college program.

Furthermore, the new requirements stipulate that classroom teachers and principals also must have training in these words: "No auxiliary personnel shall be assigned to work under the professional until such professional [including the building principal] has participated in or is currently participating in an adequate [state-approved] program designed to secure the most effective use of auxiliary personnel."

West Virginia Calls for Coordinated Training

West Virginia guidelines call for "coordinated training" of the aides and the professional staff who will use them. Classroom aides, say the guidelines, should receive 12 hours of preservice orientation, 48 hours of instruction during the first two months of employment (after which an evaluation is recommended to determine whether to apply further training or fire the aide) and 48 hours of training during the remaining months of employment--usually individual or group counseling, visitations, seminars or workshops.

During each of the training periods, the professional staff member to whom the aide will be assigned should participate "in at least six hours of the preservice orientation, and as much of the later formal instruction as deemed advisable by the local school system," according to the guidelines. Following his initial 108 hours of preparation, aides should get at least 60 hours of training every year. Similar specific (but not so much) preservice and inservice training time is recommended for West Virginia paraprofessionals engaged in noninstructional duties.

Newark Training Experiment

One unusual training program for teachers and aides was conducted by Newark, N.J., public schools with the aim of helping them teach children one critical reading skill--how to master the sounds associated with a variety of words and letters.

Operated with the help of the state's Early Childhood Learning and Development Center, the Newark workshop trained three groups in the same instructional techniques: 5 helping teachers, 301 kindergarten and first-grade teachers, and 192 teacher aides assigned to kindergarten and first grade in 38 Title I schools. The helping teachers (10 days of training) were prepared as leaders in presenting techniques to be learned by both teachers and aides; the teachers (2 days of training) were trained to utilize aides as instructional assistants and to guide their classroom performance in the specific beginning-to-read techniques; and the aides were trained to use these techniques and to work cooperatively with the teachers. Aides attended 12 sessions of 2½ hours each for which they received credit from Essex (N.J.) County College. Teachers and aides met separately--although many teachers commented later that the workshop would have been even more helpful if they had had an opportunity to work together.

The training sessions for the aides included small group instruction with a specially written manual under the leadership of the helping teacher; simulated teaching practice (aide to aide) and actual teaching practice (aide to child). In the latter exercise, each aide taught the beginning-to-read techniques to individual first-grade and kindergarten children from an inner-city school who came to the training site for the instruction. The aide kept daily forms on the children with whom she worked. When she went back to her own classroom, she was assigned to work with and keep similar records on three to five children in the class.

The aides emerged from the training feeling that they had some real new competence in the teaching of beginning reading which would help them not only in the classroom but also with their own children at home. Many of them wanted to go on and learn more about the teaching of reading: the steps children go through in learning; how to help the child get meaning from his reading; how to motivate the child to like learning to read. Teachers were enthusiastic, too, making comments such as: "I know now my aide will bring to the classroom positive skills in teaching reading.... It's good to have the aide know exactly what and how to go about his duties."

Climbing the Career Ladder

The "career opportunities" idea--that individuals can combine inservice work experience in a school with academic training in college and can advance from aide to assistant teacher, to intern, to fully certified membership in the education professions--has been around for awhile. And so has the idea, as COP Director Anderson puts it, that there are people whose experience and life-style can add a needed dimension to the schools, but whose background and economic situation tend to relegate them to the ranks of the unemployed or underpaid.

These twin concepts have been brought together and promoted by the nationwide Career Opportunities Program. COP is already proudly saluting its first "graduates"--among them, an aide in Minneapolis who achieved full certification while working part time and taking care of a family of 10 children; and a Cuban immigrant who spoke no English at all a few years ago, and who, with COP help, is now a full-time Follow Through teacher in Dade County, Fla.

The growth of the career opportunities concept is shown by a recent HEW study revealing that more than 700 colleges are currently offering programs for paraprofessionals. The largest number of offerings is at the junior college level, and most programs are centered on education and health fields.

COP activities are not confined to inner cities, either. They can be found in rural areas in Appalachia, in the Southern and Rocky Mountain states and on Indian reservations. For example, there are 60 Indian COP aides on four North Dakota reservations who call themselves FIT (Future Indian Teachers).

They are being trained at the New School of Behavioral Studies in Education at the U. of North Dakota. The New School came into being as a result of a study of North Dakota public schools in 1968 which found that many of the state's teachers needed training and that the schools needed more effective classroom learning-teaching methods.

The Indian trainees join regular undergraduate and graduate students as well as less-than-degree teachers temporarily released from classrooms for retraining in the New School's effort to become an instrument for constructive change in the elementary schools of North Dakota. (New School methods, described in Crisis in the Classroom by Charles Silberman, have been applied in 34 of the state's 375 school districts in the past two years. Some 150 New School graduates, 210 "retrained" teachers and 60 COP auxiliaries are reaching about 10% of the 74,000 elementary school students in North Dakota.)

COP Indian aides have entered the picture at four reservations: Fort Totten, Standing Rock, Turtle Mountain and Fort Berthod. The idea is to increase the number of Indian teachers teaching Indian children on the assumption that such teachers would have more immediate and intimate insights into those cultural factors that enhance or inhibit the learning progress of Indian children.

What do the Indian trainees learn at the New School? They find new alternatives to the teacher-dominated classroom situation. They practice in their own studies the independence-in-learning techniques they will be offering the children in the reservation schools when they go home. Some are taught the Sioux language by a New School instructor with no formal teacher training, but a wealth of knowledge of Sioux language, history and culture gained from her family and her people. Along with her COP students, this teacher is writing a fourth- or fifth-grade level booklet which will teach the Sioux language through the everyday experiences of an Indian boy.

As these Indian COP participants become certified teachers and return to their classrooms, they will be armed with skills to create a learning environment in which the child proceeds at his own pace with subject matter that means something to him.

COP at Salem, Ore.

In Salem, Ore., like many other COP training sites, one objective is to develop more effective staffing patterns. "Getting away from the idea of one teacher and 30 students and moving toward more specialized teams and tandem teaching," is the way COP Project Director James King puts it. The Salem project cooperates with the Oregon State Board of Education and the Oregon College of Education in Monmouth on a work-study plan of certification. COP aides attend classes either on campus or in Salem, where professors from the college and the state's local division of continuing education are under contract to conduct college-credit courses. As one school administrator puts it: "In the past there has been too much stress in teacher education on in-class lectures and theory at the expense of on-the-job experience. COP starts with the experience and works the college training in with it, and that seems to me the logical way to do it."

Salem's COP participants were active in a summer school program funded by Title I, ESEA. Here they directed their energies toward the needs of handicapped children with severe reading problems. Concurrent with this on-the-job experience, an intensive training program, directed by the Special Education Dept. of Oregon College of Education, attempted to improve the capabilities of teachers and aides working as teams to teach handicapped children in the preprimary and elementary classes. After their summer course, Kind says, "the COP participants had more training in the teaching of reading than the majority of the certified staff."

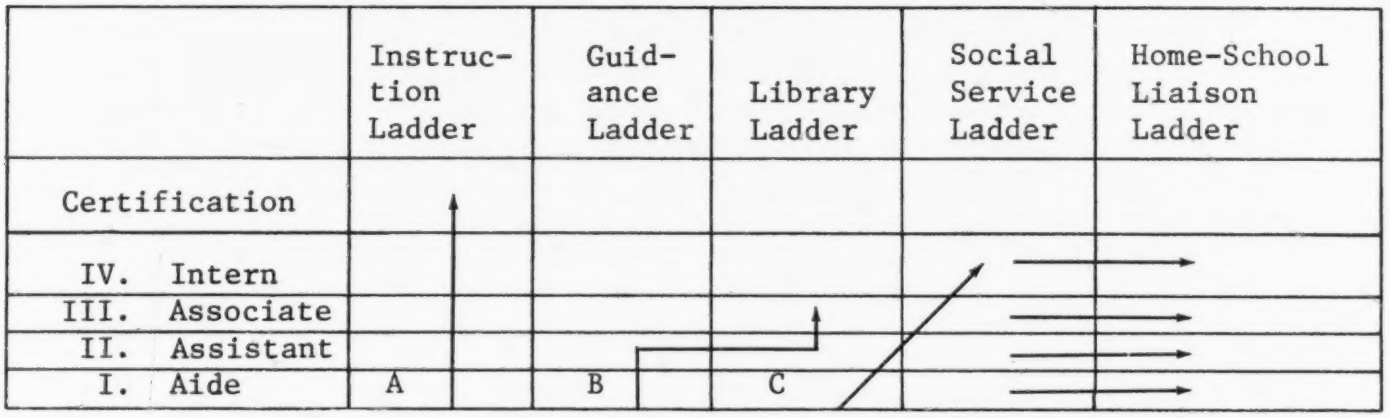
San Antonio's COP Aides

An early COP project was developed by the Edgewood Independent School District of San Antonio--the largest Mexican-American district in the country and the fourth poorest district in the state of Texas. A typical enrollee there is Maria Frias, 37, mother of five, and a ninth-grade dropout who always dreamed of getting an education but never had the money or opportunity. Thus far, she's been helped through her high school equivalency test and into her first year of college. She is receiving about $300 per month for her work as a classroom aide. There are 100 COP paraprofessionals in the Edgewood schools--25 mature women, 50 recent high school graduates and 25 Vietnam veterans--all headed for a wide variety of careers and occupations in a town where 90% of the present wage earners are day laborers. In Edgewood, as elsewhere with the COP, the community has a major responsibility for designing and operating the program through an advisory council and in cooperation with the local school system and the community college.

Wilmington, Del.

Wilmington, Del., public schools began their COP program in June 1970. The program consists of 30 individuals from low-income areas who indicated the ability and desire to spend a significant part of their working careers in providing better education for children of low-income families, initially as paraprofessionals and ultimately as fully qualified teachers. The plan provides career ladder advancement on a work-study basis for Vietnam war

veterans, for aides already employed by the system and for other low-income residents. COP teams are assigned to five schools and the program is sponsored in conjunction with Delaware State College. Delaware's career ladder allows participants to enter at various levels and move up on the basis of training and experience (see chart and description which follow):



Position	Learning Teaching Activities; Job Descriptions
Teacher Aide	(1) Supervise small group activity. (2) Obtain and operate AV equipment in classrooms for teacher presentation. (3) Assume some supervisory responsibility during special classes. (4) Assist in administering tests with teachers and/or counseling personnel. (5) Check out learning materials at teacher's direction. (6) Participate in faculty meetings, including teacher inservice programs.
Teacher Assistant	(1) Assume tutorial responsibilities for individual children under teacher's direction. (2) Assume instructional responsibilities for short periods of time with small groups under teacher's supervision. (3) Assume responsibility for some activities, such as games, physical education and library work. (4) Prepare materials for follow-up instruction, select high-interest supplementary materials, use teaching machine, filmstrips, etc. (5) Assist pupils in use of tape recorders, typewriters, projectors.
Teacher Associate	(1) Develop instructional material in all content areas to be used by any or all students. (2) Assume group instructional responsibility for the classes at regular intervals. (3) Assume an active role in planning goals and instructional activities with the teacher. (4) Assume more responsibility with less supervision by the professional. (5) Set up areas for special activities, arrange interesting and inviting corners for learning--science, reading and investigating areas. (6) Tutor, prepare charts.
Teacher Intern	(1) Internship under supervision with increasing independent activities. (2) Assist in any teaching activities as planned with the teacher, manage the class alone, make reports and home visits.

EVALUATION—OF AIDES AND AIDE PROGRAMS

As aide programs become more deeply entrenched within school systems, administrators are developing more sophisticated instruments for evaluating both the paraprofessional's performance and the impact of the whole aide program--on the aide himself, the teachers, the principal, the parents, the children. Knowledgeable authorities, however, believe that a great deal more needs to be done to measure more exactly the effects of the use of aides on the behavior and learning of children in school--which is after all the prime reason for installing aides in the first place.

In most districts, aide performance is evaluated on a regularly scheduled basis (every six months or every year), using either standard forms and procedures employed for other school personnel (if aides are part of the classified personnel system, as they often are), or in some cases, forms developed especially for aides. Ratings are typically made by teachers or other immediate supervisors. The ratings are usually reviewed by principals or members of the staff of the personnel department or by both. In those systems having several levels of aides, wage increases or promotions may be contingent on acceptable performance levels.

Newark, N.J., also has an individual performance evaluation form for aides. It uses a four-point scale ranging from excellent to unsatisfactory on each item.

Major categories are:

- Personal appearance and attitudes. Items are concerned with dress, grooming, temperament, reaction in emergencies, attendance, courtesy and willingness to give time and effort to the job.

- Relationship with children. Items include friendliness, fairness, helpfulness, degree to which children consult the aide, liking for children, patience, sympathy and skill in resolving conflicts.

- Relationship with the classroom teacher. Items include punctuality, dependability in meeting commitments and assignments, acceptance of direction, initiative and alertness in meeting teacher needs, efficient use of time and materials and assistance in keeping the room neat and orderly.

- School-community relations. Items include awareness of school routine and policy, knowledge and use of proper channels in communication and discretion in discussing school or community matters.

In Fremont, Calif., the resource teacher and principal make monthly observations of the aides, and the teacher and resource teacher formally evaluate the aide once a year. But informal evaluation is really continuous because of the many staff meetings and inservice workshops at Fremont. There is also a performance evaluation form to be submitted to the personnel department at the district level as salary increases are due.

Samples of Fremont's aide evaluation form to be filled in by teachers and of the form for the personnel department follow:

ESEA TITLE I
Instructional Aide Evaluation Form

I. Commitment to Total Program	O	S	NI	NO
Shows interest and enthusiasm in the work				
Is willing to put in essential time and effort				
Is punctual				
Attends regularly				
Willingly accepts and carries out assignments				
Performs routine tasks efficiently				

II. Responsiveness to Pupils' Needs	O	S	NI	NO
Interacts positively with the pupils				
Is aware of facts of child development				
Shows concern for pupils' health and safety				
Accepts individual differences in pupils				
Shows resourcefulness in helping provide enriching experiences for pupils				
Is helpful in encouraging pupils to take part, ask questions and communicate in many ways				

III. Instruction	O	S	NI	NO
Is competent in reinforcement of skills				
Is able to work with small groups in instruction				
Can present lessons				
Completes work in scheduled time				
Demonstrates initiative and resourcefulness in performing assigned tasks.				

CODE: O - Outstanding
S - Satisfactory
NI - Needs Improvement
NO - No Opportunity to Observe

IV. Staff Relationships

	O	S	NI	NO
Accepts guidance and suggestions from resource personnel				
Demonstrates loyalty to the teacher and the school				
Has a friendly working relationship with other aides				
Is a cooperative team member				

V. Personal Characteristics

	O	S	NI	NO
Is well groomed and appropriately dressed				
Uses acceptable English in a clear and pleasant voice				
Has good physical health				
Shows evidence of professional growth				

Classroom Teacher_____
Signature

Comments:

Resource Teacher_____
Signature

Comments:

Instructional Aide_____
Signature

Comments:

_____
Date

Wilmington, Del., schools conduct a yearly evaluation of aides by the teachers with whom they work. They use this form:

YEARLY EVALUATION OF AIDES
Reading Improvement Program

School: Teacher's Name:
Name of Aide:

1. Has your aide helped to improve the reading skills of your class?
   Yes_____ No_____
   Comment:
2. Do you feel that the climate for learning has been improved by the services of an aide? Yes_____ No_____
   Comment:
3. Has there been any evidence of changes in your pupils as a result of having the services of an aide? Yes_____ No_____
   Comment:
4. Have you been able to devote more time to pupils who need individual help since you have had an aide? Yes_____ No_____
   Comment:
5. Does the aide have good rapport with the children? Yes___ No___
   Comment:
6. Has your aide shown any initiative in helping in the classroom?
   Yes_____ No_____
   Comment:
7. To what extent has your aide increased your efficiency as a teacher in relation to: (a) planning; (b) in relation to the pupils; (c) in relation to your professional growth?
8. In what areas was she most helpful?
9. What skills or techniques were most useful in her work?
10. In what areas was she of least help?
11. What additional skills do you think she should possess?
12. Please comment on any personal qualities which have hampered the effectiveness of your aide.
13. Should your aide be encouraged to continue in the program?
    Yes_____ No_____
    Comment:
14. What suggestions do you have to improve the aide's efficiency?

Self-rating forms are also used. They are usually not scored, although aides may discuss them with their supervising teachers or principals. They serve primarily as a means of alerting aides to their own possible deficiencies. Here is a sample of items from a Wilmington form:

- Do I plan for the activity that I have been assigned?
- Do I make myself helpful by offering my services to the teacher when there is an obvious need for help?
- Do I have a plan for getting children into groups?
- Do I find opportunities for giving children choices, or do I tell them what to do?
- Do I observe closely the techniques used by the teacher, and follow through when I am working with the group?
- Do I really listen to what children say?
- Do I accept criticisms and suggestions without becoming upset?
- Do I follow directions of the classroom teacher?
- Do I try to develop a friendly attitude with all of my coworkers?
- Do I give too much help to children rather than allowing them to think?
- Do I refrain from interfering between another teacher and pupil unless called on for assistance?
- Do I avoid criticism of the children, the teacher and the school?

There is no "ideal" rating form for aides, since each one has to be tailored to fit the ongoing program at each school. No matter what the program, however, authorities recommend that the ratings should be as specifically defined as possible so that all raters understand them and reliable evaluations can be made.

Evaluating the Total Aide Program

Determining the impact of a paraprofessional program is far more difficult than rating the individual aide's performance. Rittenhouse says teachers, administrators and aides usually rate various aspects of the program in terms of whether it is meeting expressed objectives. Too seldom, however, are parents and students asked what they think about it.

Rittenhouse is also among those who think too little has been done to measure directly the effect of aide programs on student achievement and attitudes. He concedes such measurement is difficult since it would call for experimental controls to make sure observed changes in students are actually due to the aide program and not to some other variable.

Different forms should be designed for each group of respondents, he says, since they view the program from different perspectives. Teachers, for example, will be aware of changes in their own classroom as a result of the introduction of aides and will be able to evaluate effects on learning and on various human relations components of the classroom environment. They will be aware of shifts in emphasis in their own efforts if, in fact, the presence of aides has enabled them to spend more time on professional duties, such as the diagnosis of learning problems and the design of means to overcome them. They will know to what degree they have been relieved of routine clerical and monitoring duties. Administrators can evaluate the program in

terms of the reduction of learning problems that stem from emotional problems. Parents can observe the program's effects on their own children--an increased willingness to attend school, perhaps, or generally more positive attitudes toward the school experience.

The Los Angeles (Calif.) City Schools use several means of evaluation, including ratings of the effects of the aide program on pupils, parents, teachers and aides. Respondents rated these categories:

- Improvement of pupil learning skills.
- Reduction of discipline problems.
- Improvement of pupil self-image.
- Positive changes in pupil attitudes.
- Added instructional time for teachers.
- Response of parents to the program.
- Increased communication with parents.
- Improved relations with the community.
- Effectiveness of inservice education for aides.
- Stimulation of aide self-improvement.
- Effectiveness of inservice education for teachers who are assigned aides.
- Improved teacher morale.

A special questionnaire was designed in Los Angeles to sample parent reactions. The following questions were asked regarding the aide program:

- Is your child more enthusiastic about school?
- Has he shown greater interest in his school work?
- Has the teacher been able to give your child more individual help?
- Does your child talk more about things that happen at school?
- Has your child received individual help from the education aide?
- Have you visited the class or teacher?
- Have you talked with the education aide? If yes, was the talk helpful to you in understanding the class program and your child's progress?
- Do you favor the continued use of the education aide in the classroom?

An important aim of the Los Angeles aide program (and many others, especially COP) is to assist aides in attaining educational and vocational goals. As part of the evaluation program in that city, aides were queried on their goals at the beginning of the year. About 83% expressed a desire for further education or training. Teaching was the vocational goal of 50%, and 15% wanted to continue as aides. The remainder either did not respond (12%) or indicated a variety of occupational goals, many of which were education-related. At the end of the year about 95% of the aides passed an examination to qualify for the next step in the aide career ladder.

An Evaluation by Outsiders

One of the most thoroughgoing evaluations of a large paraprofessional program was conducted during the 1969-70 school year in the New York City public schools by the Institute for Educational Development (IED). The paraprofessionals studied were employed in district decentralized projects supported by ESEA Title I and New York State Urban Education Quality Incentive

Program funds. One of the main aims of the study was to determine the impact paraprofessionals have on five target populations: the paraprofessionals themselves, pupils, teachers, school principals and parents.

Interviews with paraprofessionals showed that they like their work and do not want to change jobs. For the majority, it is the most important job they have ever had. As a result of their jobs, aides said, they are spending more time with community people and have joined more community organizations. The aides think the community is improving because of their work. Having the school job also seems to strengthen the aide's desire for further education.

The aides' impact on pupils was gauged by interviews with almost 200 small groups of children, supplemented by questions to other target populations. About 90% of the elementary pupils said they enjoy coming to school more now that the paraprofessionals are there. Seventy-five per cent of the junior high pupils thought the school was doing a better job of teaching with aides on the job. Ninety per cent of the pupils said that paraprofessionals helped teach them to read, and almost as many said they like to read more as a consequence; 75% said aides help them with their homework. Almost 75% of the elementary pupils said they sometimes get into trouble at school, but 90% said their aide helps keep them out of trouble. When IED checked these pupil views with teachers and principals, many of the findings were confirmed. Parents reported that their children were more interested in school.

The results of interviews with teachers showed strong support for the paraprofessional program. Teachers believe students are increasing their academic achievement. About half the teachers reported a better relationship with children in their classes. Almost half said aides gave them a better understanding of the community and of minority groups and a better relationship with parents of their students. Most teachers who have classroom paraprofessionals said their own work had changed. They reported doing more with individual children and small groups. Over 80% of the teachers working with classroom paraprofessionals said aides made their job easier. Fifty-five per cent of the teachers said they enjoy their work more than before. In fact, almost 20% of the teachers reported that their personal plans to continue teaching had been affected favorably by the paraprofessional program.

As for principals, 70% reported that the use of aides gave them a more positive feeling about their jobs and 50% said they enjoy their work more--even though an aide program represents new demands on their time. Thus, while about 40% of the principals said their jobs are easier, they were matched by another 40% who said their jobs were more difficult. Almost 90% of the principals said their school was doing a better job since paraprofessionals joined the staff, and 70% said they now have an easier working relationship with parents and the community. In fact, IED reported that a change in attitude toward the communities was the most noteworthy impact of the program for several principals.

Seventy per cent of the parents said the school had changed for the better since paraprofessionals arrived on the scene. And about half the parents said they had begun to think differently about things they might be able to do at home with their children. Thirty-five per cent said they were participating more often in school activities.

PLANNING, ADMINISTRATION AND FUNDS

Some of the aide programs begun in the 1960s struck snags because they were put together hastily to take advantage of the new flow of federal funds. Frequently there was no time to bring teachers, parents and other interested community members into the planning process to ensure a plan that would have a maximum chance of acceptance.

There are many successful aide programs in operation now, however, and the administrator can learn from their experience. Pre-planning the program, all observers agree, is essential, and the pre-planning should include teachers, administrators, parents, businessmen, legislators, educators from other districts who have had experience with auxiliary programs, representatives of professions other than education, decision makers, opinion molders, board members and those capable of influencing the financing of the program. It is also useful, where possible, to involve local community action agencies or other groups concerned with combating poverty in any aide program in which poverty-level aides are to be used.

COP guidelines, for example, specifically require each COP project to encourage greater participation of parents and the community in education. COP guidelines call for an active COP advisory council to be involved in all stages of a project's development from planning to implementation to evaluation. A COP "community" is the people served by the schools where COP projects are located, along with the organizations they have joined or formed. Within this broad outline, local projects are responsible for seeing that community representation is valid. Membership on the council usually includes representatives from both traditional and more recently formed groups, teacher organizations, the school district and cooperating colleges, along with aides, parents, teachers and other community residents.

The role of the council is to assure that project performance at all stages is consistent with project goals and to assure equal access to information for all three parties to COP's activities--school, community and university. During 1970, COP community councils took major responsibility for recruiting and selecting COP participants. At 50% of the sites, the council played a part in selecting the project director.

Alan Gartner of New York U.'s New Careers Development Center offers advice for educators and citizens considering installation of an aide program to improve their local schools. He suggests:

- Make sure the paraprofessional is used to provide reorganized and different education, not just more education. Make sure aides are utilized

as two-way communicators to explain to the community what it must understand about the schools as well as to explain to the school what it should know about the community.

- Select aides from all segments of the community so that their ideas, voice and needs become part of the school.

- Set up programs so that paraprofessionals and teachers working with them learn from each other.

- Plan new routes for teacher aides to move up to become assistant teachers, associate teachers and teachers while working at their aide jobs.

- Make certain that teachers, relieved of some of their traditional chores, are also stimulated and trained to provide a higher level of teaching and classroom management.

Most observers agree that teachers and principals should be involved very early in the planning to introduce aides into the school system, especially principals who have key roles in hiring, placement and overall supervision of aides in their schools. The use of aides may require changes in organization and staff. For example, resource teachers may need to be found.

Teachers can make or break the aide program, so their early involvement is crucial. Teachers sometimes fear that aide programs will be used to boost the teacher/pupil ratio and therefore increase their load. Or they are concerned about having another adult in the classroom who will "take over." Also most teachers are not accustomed to supervising other adults and they wonder if they'll be able to keep the aide busy. Or they worry that aides who are usually hired from the community will carry "tales out of school" back to the neighborhood. Most of these fears can be overcome if teachers are given a responsible role in planning and implementing aide programs, plus training which prepares them to utilize aides wisely.

Pupils also need to be brought into the picture early. South Dakota points out in its guidelines to local school districts that pupils need to be made aware "that while the aide is an important source of help to them, the teacher now becomes more available, and continues to be the person to whom they direct important questions and from whom they receive guidance."

Pre-planning for the use of aides should, of course, also include the formulation of personnel policies to govern their recruitment, training, employment and assignment. Pay scales for aides should be established which set up prospects for advancement. In some districts, aides are part of the classified personnel system which covers all school employes not involved with instruction. Thus they are subject to the same administrative procedures and receive the same fringe benefits as other classified personnel. In other districts they are not in the same category and may receive no benefits except participation in the medical plan. Rittenhouse believes that aides should be integrated with other staff members as much as possible, governed by the same administrative procedures and eligible for the same services. Aides should feel they are as much a part of the school as other employes.

Funding

Most aide programs are supported by funds provided through Title I, ESEA. Support for special projects, such as COP, is also available from other federal sources and from foundations. Some districts provide for the employment of aides in their regular budgets with local funds--and this is regarded as the most desirable approach because it avoids the uncertainties of federal funding and permits long-range planning. Even partial support from local sources, Rittenhouse says, tends to have a stabilizing effect on planning and implementation.

NEA reported in 1969 that a little more than 30% of the districts using paid teacher aides paid them entirely from federal funds; 18% used state and/or local funds; and almost 48% used both federal and state and/or local moneys. Funding varies from state to state. In New York, according to surveys, the regular school budget is most frequently used to pay paraprofessionals. In Oregon, where currently there are 2,283 aides in service, approximately 70% were employed with school district funds, 23% through Title I and the remaining 7% from other sources. But in Tennessee in 1969, the federal government provided 83% of the funds for aides.

Rittenhouse points out that the single most common problem faced in most school districts has been uncertainty about the level of funding for aides from year to year. Typically, school districts have not known until midyear, after they have hired aides and made commitments to them for at least the full year's employment, whether or not they would receive sufficient Title I money to support the program at the planned level. This situation has often meant that local money had to be found--a difficult business when the school budget has been set--or that aides had to be dropped or reassigned in the middle of the school year. In addition, unless there are increases in funding each year, the program inevitably declines because of increased salaries and other costs. To cope with these problems, some districts set aside contingency funds from local tax sources to make up for changes in federal funding. Ideally, Rittenhouse says, an effective aide program should provide reasonable assurance of continued funding at an adequate level for at least five years.

In many systems, the minimum starting pay for aides is the national minimum wage--$1.75. Average starting pay is something over $2 per hour, but it is going up. As aides climb the career ladder, of course, their wages increase.

Programs featuring career development depend on the aides staying in the program for several years, and whimsical funding can undermine the whole concept. "Some aides are content to perform simple tasks at low pay without significant advancement, but for others the opportunity for advancement and increased responsibility is important," Rittenhouse says. And NYU's Alan Gartner points out that older married women tend to stick with aide programs longer than others. Men and young women tend to become dissatisfied sooner with low-pay, dead-end jobs. It is too true, he observes, that as far as aides are concerned, the "satisfactions which accrue from performing helpful, socially useful work have had to compensate for low salaries and uncertain futures."

HOW THE STATES STAND ON AIDES

The rapid growth in the employment of aides in recent years has led to a need for precise definitions. A number of states have now developed guidelines specifying the legal limitations on instructional functions permissible by aides. Some also suggest professional and ethical limitations, and others list specific functions that may properly be performed by aides and those that may not. But the trend seems to be toward flexibility in allowing local districts to develop programs in accordance with their needs.

Many authorities believe that no list of duties should be compiled at the beginning of a program, and that under the leadership of the teacher and administrative staff, functions will evolve as teacher and aide work together. Some experienced schoolmen believe that what an aide does should be determined by his competence, skills and talents. As one Washington, D.C., elementary school principal put it: "Our aides have to be flexible because there are not enough of them, and the tasks grow more and more plentiful."

Another principal in the same school system said that the aide is an integral part of the whole school--a regular staff member. "Now to some this might be a threatening thing, and people worry. Is the aide a teacher? No, the aide is not a teacher. The aide is a tutor--yes, the aide is a coach--yes, the aide does whatever is necessary to the situation. We can't think that any one aide will expect that his only job will be clerical, that his only job will be in the classroom, or that his only job will be with the counselor. When we first instituted hot lunches in our school, for example, we had a whole host of problems we had not anticipated. I felt the aides had to be drawn in. I tell my aides that we must all be prepared to meet problems as they arise daily. We expect them to be flexible and ready to help children in ways not necessarily specified in their job descriptions--whether it is an emergency like our lunch program or in an ongoing science experiment in a classroom."

Nevertheless there is a vagueness in the line that separates professional from nonprofessional tasks and this worries administrators, teachers and aides. As a result of this confusion, several states have moved to clarify and legalize the status of paraprofessionals. In Florida, for example, a four-year study, involving all types of educators throughout the state, was culminated by the state education board recommending a bill to the legislature providing a legal definition and legal protection for aides.

The law defined a teacher aide as "any person assigned by a school board to assist a member of the instructional staff in carrying out his instructional or professional duties and responsibilities," but it left to the state

board of education the responsibility for stipulating the tasks which teacher aides could or could not perform. The board then laid down the concept that teaching should be viewed as a "decision-making, decision-implementing process intended to promote learning." The decision-making process is the "essence of responsibility," it said. However, once the professional decisions were made, trained teacher aides could assist in their implementation. Under this general guideline, the board left the responsibility for using aides appropriately to the local school district, which was to take into account the following factors (see chart):

Summary of Factors to Consider in Selecting Tasks for Teacher Aides (Florida)

	Requirements in SBE Regulations					
	Instructions in how to perform tasks provided in advance	Health requirement	Age requirement	Knowledge of procedures & regulations	Knowledge of instructional practices and policies	Completed supervised practice
1. Does the task assigned to the aide require any of the following professional decisions? (a) determine instructional objectives (b) select instructional procedures (c) select instructional materials (d) evaluate pupil performance (sujectively)	Teacher aides may not perform any task in which they are required to make these decisions.					
2. Is the assigned task one which does not involve interaction with pupils?		X				
3. Is the aide expected to assume responsibility for the safety and welfare of pupils? (a) with supervisor present (b) with supervisor not present	X X	X X	X X	X X		 X
4. Does the assigned task require the aide to carry out activities with pupils directed toward attaining instructional objectives? (a) with supervisor present (b) with supervisor not present	X X	X X	 X	 X	X X	 X

California's Instructional Aide Act of 1968 also gives considerable flexibility to local administrators who want to use aides. The act defines the instructional aide as "a person employed to assist classroom teachers and other certificated personnel in the performance of their duties and in the supervision of pupils and in instructional tasks which, in the judgement of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher." The law also does not prescribe but leaves to the school district employer the decision as to educational qualifications for instructional aides.

The law warns, however, that instructional aides cannot be utilized to increase the number of pupils in relation to the number of classroom teachers in any school or school district.

Georgia, on the other hand, has a new licensing system for paraprofessionals and its guidelines are very specific as to their qualifications, content of training programs, classification and duties that may be performed. Districts are warned that no money may be disbursed for payment of auxiliary personnel until such personnel holds a valid license issued through teacher certification services in the Georgia State Dept. of Education.

Oregon requires no certificate or credential other than the high school diploma as a condition for employment as a teacher aide. It also does not list any tasks to be done by teacher aides, stating that "any arbitrary allocation (by the state board of education) of the work of the classroom to aide and teacher is unrealistic and detrimental to the best use of a differentiated staff." What is important, the statement says, is that "the teacher be established in a leadership role and the teacher aide be established in a supportive role, and that, within these role identities, they approach the work of the school free of exact and externally imposed boundaries of action."

Wyoming's guidelines state that job assignments for aides will vary from district to district, depending upon local staffing patterns and types of assistance needed. Local boards, the guidelines say, "will develop job descriptions, standards for appointment, qualifications to be met, and arrange for adequate supervision and evaluation of performance. Such procedures and regulations should be incorporated into local district policies."

TEACHER ASSOCIATIONS EYE THE AIDES

The prospect of organizing a potential one-million paraprofessionals has put a glint in the eye of AFT and NEA--and not just in terms of additional membership muscle. Big city unions, in particular, are known to feel that their future strength depends on teachers and paraprofessionals supporting each other. For one thing, if paraprofessionals staffed classrooms during a teacher strike, it would deprive the teachers of their strategic ability to shut down schools.

"There are some who believe that AFT membership should be restricted to only fully qualified classroom teachers and that all other nonsupervisory educational personnel should be excluded," AFT Pres. David Selden told his union's 1970 convention. "I want to make this simple assertion: Anyone who works for the board of education in a nonsupervisory capacity and who is in a position to act as a scab or strikebreaker ought to be brought into the union. It is hard enough for teachers to muster the strength to win strikes without having to do it over the opposition of coworkers."

NEA is almost equally blunt in apprising teachers of this fact of educational life. NEA's 1971 Organizing Auxiliary Personnel: A Handbook for Local Associations has this to say: "Can the professional association afford not to assist the paraprofessionals? The answer is clear: Local associations across the country have no choice but to take steps to protect the rights of teachers. Associations must ensure that auxiliary personnel are used to free teachers to perform better their prime functions as teachers--and not used as a means of increasing class size, reducing the number of teachers or cutting the salary budget. What better way to accomplish this than by working cooperatively with auxiliary personnel and helping them to establish viable organizations of their own?"

The potential threat of the paraprofessionals has been underscored by the current teacher surplus, expected to last until around 1985, coupled with the financial squeeze on school districts. NEA Exec. Secy. Sam M. Lambert told his association's 1971 convention that if "things keep going the way they are, there will be 850,000 teachers out of work by 1975." The NEA Representative Assembly voted to send to every governor and state legislature a resolution expressing opposition to "any attempts to diminish the quality of learning through the elimination of teaching positions, through the arbitrary increase in size of classes, or through the employment of noncertificated personnel in teaching roles."

Along this same line, NEA researcher William S. Graybeal added another chilly warning in a speech to the 1971 convention of the American Assn. of

School Administrators. Graybeal noted that because of increased efforts by society to increase their upward mobility, potential teachers from minority groups will have an easier time of it during a period of teacher oversupply. In fact, these minority group teachers, all else being equal, will be hired by school districts seeking to improve racial balance. And this will tighten the squeeze on middle-class aspirants in a tight job market. Graybeal was not referring to paraprofessionals in this context, but it seems clear that the efforts of COP and other federal manpower programs are bound to produce more minority group teachers who will be vying for jobs in the next few years.

Although both national teacher groups are now aggressively recruiting paraprofessionals, AFT has gone further in actual demonstrations of their use in schools. One of the earliest ESEA-funded programs to use paraprofessionals--the More Effective Schools (MES) plan--was sparked in 1964 by the New York City Board of Education from proposals by the United Federation of Teachers (UFT). Begun in 10 New York City schools, there are now 27 MES schools there, three in Detroit, six in Baltimore, two in Cleveland, one in Yonkers, N.Y., and three in Chicago. The MES plan of lower class size and saturation services to disadvantaged youngsters calls for class enrollments of no more than 22, with only 15 in kindergarten and prekindergarten classes. Each group of three classes has four teachers, one full-time school secretary to every 250 children, one school guidance counselor to every 350 children, a psychologist-social worker team for each school, and parent aides who carry out the nonteaching chores. MES was cited by USOE in 1968 and 1971 as an exemplary program.

Another AFT-initiated plan, depending heavily on the use of teacher aides, is the "20/20 Vision for Teachers" proposed in 1969 by Selden. "No teacher should be required to teach for less than $10,000, teach more than 20 students at a time, more than 20 classroom periods a week, or more than four days a week," Selden said. The four-day week could be achieved by increased use of aides and specialists on the elementary level, and by eliminating study halls and "mark-time" courses at the secondary level, Selden said.

The UFT has also won a resounding negotiations victory for New York City paraprofessionals. In 1968, 4,000 paraprofessionals working in grades K-2 were dissatisfied with their $2,000-per-year salaries and lack of employment benefits. "Their $2,000 pay was about half the amount received by a family of four on welfare, and they had received no wage increase from 1967 to 1969," according to Velma Hill, chairman of UFT's paraprofessional steering committee. "The city did not make adequate provision for sick leave or vacations, and only minimal leave for health insurance. Job security was totally unknown. Their jobs could be cut or they could be shuttled from school to school at the whim of a principal, a district superintendent or a poverty agency. Further, they had virtually no opportunity for career advancement." Getting nowhere with the board of education, the paraprofessionals voted to have UFT represent them at the bargaining table. (All told, there are 15,000 paraprofessionals in the city school system and about 10,000 of them belong to the union.)

UFT organized an all-out internal educational campaign among teachers stressing that if they failed to support the paraprofessionals, both the

union and its leadership would suffer a crippling blow. Another telling argument was that if the largely white teacher corps in the city, already unpopular with minority groups as a result of the bitter 1968 teacher strike, failed to support the mostly black and Puerto Rican paraprofessionals, they would be charged with racism. The union also mobilized broad support for the paraprofessionals in the labor movement, civil rights organizations, church, civic and education groups.

Nothing much happened, however, and in the spring of 1970 the paraprofessionals threatened to strike. The teachers voted 3-1 to honor their picket lines. Faced with another citywide strike, the board opened negotiations. The result: the paraprofessionals got a new contract which nearly tripled their earnings. The new pay scale ranged from $3.10 to $5.05 per hour, provided four weeks of paid vacation, sick leave, complete dental and optical care for families, and grievance procedures. Also included in the contract was a college program for aides with release time during the school year and a four-week summer college and high school equivalency program, supplemented with a stipend of $75 per week to assist them in climbing the career ladder in education.

Union leaders admit frankly that putting teachers and teacher aides together in the same union can raise sticky problems. Some of these were reported in the February 1970 issue of American Teacher as follows: "What happens when a paraprofessional has a grievance against me?" asked a teacher in one Eastern city where AFT represents both teachers and aides. "Isn't there going to be conflict of interest for the union?" "If the union keeps demanding the hiring of more paraprofessionals," asked another, "what guarantee do we have that the school board won't hire a lot of 'cheap labor' to take over the work traditionally done by professional teachers?"

American Teacher also reported that in a few cases, initial distrust between teachers and aides has broken out into abrasive situations. At one school in a Midwestern city, teachers literally locked out adult aides from their faculty lounges in an attempt to set up some kind of caste system.

AFT leaders discount these fears as not widespread. They point to the proven effectiveness of aides, who are often themselves disadvantaged, in working with inner city children and interpreting the school to the community. They also stress the union's 1968 resolution which emphasizes that the responsibility of paraprofessionals is to assist teachers "by performing duties which are assigned and directed by those teachers, without infringing upon the professional duties reserved for certificated teachers."

Currently AFT is trying to work out a viable relationship inside the union between teachers and paraprofessionals. James Mundy, former AFT director of organization, believes that paraprofessionals should have their own "functional chapter" within the union--that is, a unit in which they can elect their own officers and formulate their own programs--but also with full voting rights in union membership meetings. Paraprofessionals who are employed full time, Mundy says, should be expected to pay full per-capita dues to their state, regional and national federations. Since many big-city locals operate on a percentage formula for fixing local dues, paraprofessionals' lower wages would mean lower local dues for them.

Stance of the NEA

NEA, in coordination with its Assn. of Classroom Teachers, is taking a different route to organize paraprofessionals. Aides have always been welcome to join the 1.1 million-member association, but only as associate members, and by paying regular dues (now pegged at $25). Of NEA's 53 state affiliates (including Puerto Rico, the District of Columbia and overseas educators), about half admit paraprofessionals as associate members.

NEA uses the term "auxiliary personnel" as an umbrella term, and defines them as "those persons supportive to the educational process who do not need to have a professional background to assume their responsibilities, although there may be varying degrees of training, skills or academic preparation." The paraprofessional is defined as the segment of auxiliary personnel who "work directly with professional educators to assist them in discharging their professional duties--teacher aides, lay readers, instructional aides and similar categories." Other classified/unclassified auxiliary personnel would include bus drivers, cooks, maintenance personnel and so on.

In 1971, the NEA Representative Assembly amended the bylaws to permit a separate membership category for auxiliary personnel. It moved to allow auxilary personnel to join the NEA, paying annual dues of $10, for which they receive all rights and privileges of active members except those of holding office and being represented in the Representative Assembly.

The organizing of auxiliary personnel will, however, be done from the ground up, and NEA is currently offering financial help, organizational savvy and other incentives to its 9,000 locals to get on with the job. The national headquarters recommends to local teacher associations that they assist auxiliary personnel to form their own affiliate organization, but have a joint coordinating committee to mesh programs of the two groups. This format, it is felt, would keep auxiliary personnel from being overwhelmed if they simply joined the existing teacher organization. Under the plan recommended by NEA, each organization would have "complete freedom and independence and separate governance, programs and dues structures." The organizing process would be similar at the state level, again with separate associations.

A few states have already gone this organizing route. One such state is Minnesota, where about 4,000 paraprofessionals work in various school districts. A statewide auxiliary personnel association has been set up, under the direction of former Minneapolis school aide Ossie Belton, who works at the headquarters of the Minnesota Education Assn. Under the asupices of the auxiliary personnel program in existence since 1967, NEA has held several Washington, D.C., workshops for paraprofessionals and regularly involves them along with teachers in frequent GRIP (Grass Roots Involvement Program) seminars. And one of the points it constantly stresses is the "institutionalization" of paraprofessionals and other auxiliary personnel--creation of a formal structure through which they are trained, licensed, recruited, classified, evaluated and provided with opportunities for advancement.

Junior and senior colleges, NEA says, should organize programs for auxiliary personnel, and school districts should incorporate them as an integral part of the system, rather than "an extraneous and temporary addition."

PROS AND CONS

"Whatever may be wrong with the paraprofessional program in the schools of New York City, none of it could outweigh the overwhelming evidence we have found of its success." With this enthusiastic verdict, the Institute for Educational Development concluded its in-depth study of the impact of the aide program on pupils, teachers, parents, principals and the aides themselves.

Similar praise echoes from many other school districts. Once having used aides, school district spokesmen say they would be "very reluctant" to give them up. Indeed federal funds have been supplemented by many systems to ensure stability and increase the scope of the aide program. In an NEA study, 9 out of 10 teachers said aides were helpful. More than one-half of the teachers declared they were of great assistance. Administrators view aides favorably because they make it possible to use instructional resources wisely. Parents and pupils react positively and the aides themselves are so sold on their work that many plan to make education a lifetime career.

All this is not just a matter of opinion. Studies show that aides are fulfilling the major purposes expected of them: increasing the learning achievement of students and freeing teachers to use diagnostic, planning and decision-making skills. And some surveys indicate that although installing an aide program takes additional funds, the per-pupil instructional costs can be lowered by using paraprofessionals.

A study of aides in grades 1-4 of the Portland, Ore., schools, for example, found that their use led to more constructive use of time for pupils from the aide and the teacher; teacher aide teams delivered instruction at a lower per-hour cost than teachers alone; pupil learning showed a favorable effect. The Portland study, conducted by Eaton Conant of the U. of Oregon, showed that during a five-hour day, teachers alone in classrooms spent 92 minutes on instructional activities. With the introduction of an aide, teacher time in instruction rose to 109 minutes, with the aide providing an additional 129 minutes of instructional activity. Average total cost for an hour of instruction of a teacher aide, Conant said, was $8.80, compared with over $16 for a teacher alone. These differences came about, he said, thanks to the additional instruction provided by both teacher and aide and the lower salary for the aide. New York U.'s Alan Gartner cites other examples:

- First grade children showed decisive improvement in reading performance as the result of a tutoring program conducted by paraprofessionals. The tutors worked with children 15 minutes per day five days per week in some 50 projects in 12 states. The study of the program was conducted by the Psychology Dept. of Indiana U.

- The "Early Child Stimulation Through Parent Education" project at the U. of Florida's College of Education trained 15 women to work with preschool children. The "parent educators," themselves disadvantaged, worked with nearly 300 mothers and their children, teaching them how to provide physical, intellectual and social stimulation for the children whose ages ranged from three months to two years. On standard tests, the children whose mothers had been trained performed better on all scales than did those in a matched control group whose parents did not receive this training.

- A New York City program, STAR (Supplementary Teaching Assistance in Reading) used paraprofessionals to train predominantly Puerto Rican parents to read to their first grade children identified by teachers as likely reading failures. The children of trained parents scored higher in nine different reading tests than did a control group of matched children who received two hours of remediation per week from professionals.

- Another New York City program, Mobilization for Youth, had older children tutoring younger children who had reading difficulties. During a five-month period, the tutees gained 6 months compared to a control group's gain of 3.5 months, while the tutors gained an extraordinary 2.4 years compared to a control group gain of 7 months. The Neighborhood Youth Corps Program, now in operation in some 15 cities, also shows that older children sharply improve their own school performance while tutoring younger children.

- Wilson School in Janesville, Wis., used the U. of Wisconsin's multi-unit approach and reports a savings of $20,000 to taxpayers in 1968, a reduction of 95% of the number of children "held back," and an improvement of one group's reading comprehension by 1.7 years' growth. Wilson's 727 pupils, aged 5 to 13, are divided into five ungraded units: kindergarten, lower primary, upper primary, lower intermediate and upper intermediate. Each unit has a leader, certified teachers, a teacher aide and a clerical aide. The five unit leaders make up the instructional improvement committee, which meets with the principal and central office consultants every two weeks to review and evaluate the whole program. Implementing the committee's decisions is the job of the instruction and research unit which is composed of the unit leaders, all certified teachers and the 10 aides. This group approach, the principal says, helps do away with unnecessary competition and duplication of teacher efforts, provides inservice training for the whole staff and has everyone contributing his own special skills. The school saved money because the approach reduced the need for substitute teachers.

- A five-year HEW study in 25 Michigan public schools showed these changes in teacher activities after aides were introduced into the classroom: correcting papers was reduced by 89%; enforcing discipline was reduced 36%; taking attendance, reduced 76%; supervising children in hallways, reduced 61%; preparing reports, reduced 25%; and monitoring written lessons, reduced 83%. What did teachers do with all the time they saved? Their lesson preparation time increased 105%; hearing pupil recitations increased 57%; time spent in homework assignments increased 20%; and coaching of individual children increased 27%.

TEACHERS LOSING FEAR OF AIDES

Teachers appear to be losing some of their early skittishness about aide programs. In the mid-1960s they feared introduction of aides was an opening wedge to increase class size or to infringe on their own professional prerogatives. Some felt awkward supervising their new helpers, and others worried that pupils would respond more readily to the aides because the latter would "always be on the child's side," and "against the teacher." Many felt that paraprofessionals would need so much direction and followup it would be easier for the classroom teacher to do the jobs himself. One early study, for example, asked teachers if they would prefer classes of 25-30 in which they performed the nonteaching chores themselves or classes of 40-50 with a full-time teacher aide. Some 84% favored the small classes.

As aides became more numerous, some of these fears evaporated. After all, what teacher, after being awash for years in milk money and duplicating fluid, wouldn't welcome a chance to get out from under those chores and all that boot-buttoning, study hall proctoring, playground duty and lavatory patrol? Teachers appeared more than willing to be relieved of the "donkey work" of education and, in truth, were sometimes accused of regarding their helpers more as maids than aides--a misconception that hardly advanced the underlying purposes of the program.

There is still a lingering residue of doubt among some teachers about aides, much of it probably attributable to one major shortcoming which still exists in many programs--the lack of training programs for teachers in how best to utilize this new army of helpers.

Model Schools Project

Use of aides is designed in some programs to increase class size and reduce the number of certified teachers. The Model Schools Project, sponsored by the National Assn. of Secondary School Principals now under way in 30 high schools in 20 states, the District of Columbia, Canada and Germany, is a five-year $1 million effort to combine in each school all the major practical new ideas in secondary education--including the use of paraprofessionals.

Directed by J. Lloyd Trump, NASSP associate secretary, the Model Schools Plan emphasizes three central ideas: every pupil's learning program should be tailored as specifically as possible to fit his needs and capabilities; every principal should spend three-fourths of his time in instructional improvement; and every teacher should teach rather than spend one-third of his time as "clerk, bookkeeper, babysitter and compiler of records." The school

day should be planned to give students different kinds of instruction: large-group, small-group and independent study. The teacher only spends 10 hours per week actually presenting lessons. The rest of the time the teacher spends keeping up to date, developing materials, conferring, supervising and counseling.

Freeing the teacher in this fashion calls for a variety of paraprofessional assistants. Trump groups them as follows:

- Instructional assistants are housewives, upperclassmen in teacher education programs and retired teachers--each with the equivalent of about two years of college training in the subject field in which they help. They supervise independent study, aid in preparing materials and evaluate pupil progress. They are part-time workers, giving perhaps 20 hours per week per teacher. For example, in a school with 36 teachers, instructional assistants would work a total of 720 hours a week.

- Clerks are high school graduates with skills in typing, duplicating, record-keeping and the like, giving 10 hours per week per teacher. A school with 36 teachers would have 9 full-time clerks assigned to the teachers.

- General aides are usually housewives lacking training in a subject field or clerical skills. They are used in housekeeping chores, selling tickets and supervising nonstudy areas and provide five hours per week per teacher. A school with 36 teachers would have 180 hours help per week from general aides.

Trump's plan is popular with principals but not with teachers, mainly because it calls for a teacher-pupil ratio of 1 to 35. Increasing the teacher-pupil ratio in the Model Schools has proved the most difficult thing to change, Trump told the NASSP convention in 1971. Teachers, he said, resist reducing the size of the certificated faculty even when funds are available to employ aides. But, he warned, "teaching will not become a genuine profession until there is considerable differentiation in roles among the adults who work with students."

Employment of more aides in Model Schools is hampered, he says, because "the myth that uniformly small class sizes produce superior learning, so carefully nurtured by the teaching profession, is difficult to shatter." He maintains that the concept of differentiated responsibilities as practiced in dentistry with dental technicians and clerks, in medicine with registered nurses, vocational nurses, clerks, "has not yet made a major impact on teachers."

A case in point is the controversy that has arisen at one Model School--the Rainier Beach Junior/Senior High School in Seattle, Wash. The experiment has already reduced the number of certificated teachers from 76 to 69, while adding 15 paraprofessionals to the staff. Thus, while more adults are available to work with students, fewer of them are classroom teachers. Both the Seattle Teachers Assn. and the Seattle Federation of Teachers charge that the aides at Rainier Beach are usurping responsibilities that should belong to certificated teachers. But Principal Richard Taylor maintains that "if this program can prove that for the same amount of money you can produce a better

product, then whether you are using fewer teachers should not be the prime concern. I'm sure teachers wouldn't want to be accused of featherbedding."

This echoes Trump's views and he continues to advise principals to gradually increase the number of qualified adults serving pupils while reducing the number of certificated teachers. When a teacher retires or leaves, he says, the principal should use the salary saved to employ clerks, instructional assistants and general aides.

The schools involved in the Model Schools Project are:

Patrick Henry High School
San Diego, Calif.
Woodlake High School
Woodlake, Calif.
Pius X. High School
Downey, Calif.
LaCanada High School
LaCanada, Calif.
Highland High School
Bakersfield, Calif.
Parish Hill High School
Chaplin, Conn.
Golden Senior High School
Golden, Colo.
J. H. Johnson Junior High School
Washington, D.C.
DeKalb Senior High School
DeKalk, Ill.
Driscoll High School
Addison, Ill.
South Shore High School
Chicago, Ill.
Lee High School
Grabill, Ind.
Brebeuf Preparatory School
Indianapolis, Ind.
Salina Unified School District #305
Salina, Kansas
Academy of Our Lady of Mercy
Louisville, Ky.
Chalmette High School
Chalmette, La.
Cedar City High School
Cedar City, Utah
Bangor High School
Bangor, Maine
North Quincy High School
North Quincy, Mass.
O'Rafferty High School
Lansing, Mich.
Edgewood Junior High School
Mounds View, Minn.
De La Salle High School
Minneapolis, Minn.
Oak Park High School
North Kansas City, Mo.
Ithaca High School
Ithaca, N.Y.
Diocese of Brooklyn
Brooklyn, N.Y.
Manchester High School
Manchester, Ohio
Yellow Springs High School
Yellow Springs, Ohio
Apollo Junior High School
Antioch, Tenn.
Lake View High School
San Angelo, Tex.
Rainier Beach Junior-Senior High School
Seattle, Wash.
Mariner High School
Mukiltee, Wash.
West High School
Madison, Wis.
Stuttgart American High School
Stuttgart, Germany
Bishop Carrol High School
Calgary, Alberta, Canada

Career Mobility Gains

The increasing employment of aides is helping to fulfill another goal--upward career mobility. Programs such as COP appear to be stimulating aides to take training so they can move up in the field of education. In New York City, for example, the IED study showed that the school aide program has

become the gateway to a widening world of work for at least 40% of all those employed. Some authorities point out, however, that too few school systems have developed an occupational entry-level plan for aides lacking formal education to move up step by step into more responsibility.

One reason the idea of "new careers" for aides has lagged, says the National Committee on Employment of Youth (NCEY), stems from the limited view some teachers have of the paraprofessional's potential. "Although more paraprofessionals are being used in schools," says an NCEY 1970 report, "the roles for most of them remain basically unchanged from the days when schools enlisted volunteers or hired a few workers out of local PTA funds to help teachers put on children's overshoes or supervise field trips. However, the use of such personnel in instructional capacities where the need is greatest is still opposed by many teachers." The result: Many high-potential aides are stranded in menial jobs because they do not have the time, money and perseverance to seek further training. NCEY points out that professionals get time off with pay to further their education and argues that the same opportunities should be offered paraprofessionals.

School/Community Relations Improve

The employment of aides also appears to be improving relationships between school and community. The IED study showed positive gains on this score, and superintendents polled by the California State Board of Education in 1968, for example, made such comments as these: "We have found aides are important factors in informing the public about our school program...." "We have purposely chosen these aides from all groups in our district and we find the contacts made through them most helpful...."

COP Director Anderson says educational auxiliaries are "building bridges between their communities and the schools. This is taking place in rich and poor communities alike, but it is in poverty areas where their participation in school operations is having the greatest community impact. Where aides are also community residents--in COP, 96% of the participants are residents in the community where they teach, 84% are described as low-income, 83% are members of an ethnic minority group--new lines of communication between school and community are being established.

Males Still in Short Supply

One major shortcoming of aide programs everywhere is the virtual absence of men in paraprofessional ranks--a severe disadvantage particularly in inner cities where the male image in elementary classrooms is vitally needed to counter the absence of men in many children's homes. The shortage of men is linked to another shortcoming of many aide programs--the extremely low salaries presently offered most paraprofessionals, plus the fact that there may be no career advancement prospects built into the program. COP projects have done some imaginative recruiting of males--from the ranks of Vietnam veterans, in the Appalachian hills, in Chicano barrios, on Indian reservations, even among former prison inmates. But there is going to have to be much more ingenuity and effort exerted by local school administrators if they hope to attract men into their aide programs.

Assignment Still Spotty

Because the aide concept is still new to American education, hitches sometimes develop in assignment of aides. Time and again, says the Washington, D.C., report, aides report wistfully that they wished they could have been used in more rewarding ways. Authors described an aide who is an accomplished dancer working in the bookroom instead of with children; an artist whose time is employed checking health records; and many aides, who yearned to help the children make a little music, relegated to filling out forms. "I think teachers should sit down and find out right from the start what the aides' skills are and not just assign us to clerical work," one aide said. The authors said "genuine competence and talent often go undiscovered and many children miss priceless opportunities for enrichment and stimulation."

Sometimes the aide program fails in suburban communities when well educated helpers become dissatisfied with the limitations of their work as aides. Some college graduates who may have taught several years before marriage feel they are wasting their time because they cannot teach. Again their disappointment may be due to lack of proper orientation and inservice training in which they might have been reminded that educational theory and practice changes and previous teaching experience might now be inadequate. On the other hand, an inservice training program for teachers might have suggested ways that they could make use of a former teacher's experience.

A final major factor inhibiting a more rapid spread of the paraprofessional movement is the shortage of funds. Employing auxiliary personnel requires increased expenditures by schools, but as James F. Garvey, assistant superintendent of La Canada (Calif.) Unified School District, put it: "Improvement in any field often involves more money. The most important question is whether the advantages gained from auxiliary personnel services are worth the additional cost. Allocating funds for auxiliary personnel can help prevent the waste of time, money and resources which occurs when professional people...are prevented from fully developing their potential. Providing teachers with more time for professional activities is an important step toward ensuring that children receive the best education available."

All in all, the great plusses of the paraprofessional movement appear to far outweigh the minuses--but the gains will not come automatically. As USOE Deputy Commissioner Don Davies, a vigorous champion of the aide idea, puts it: "The introduction of auxiliary personnel...may provide more individualized education for children, may make possible a more flexible structure in the classroom, may make the job of teachers more manageable and productive, may serve to link school and community more closely and may induce a reassessment of all the roles in education. On the other hand, auxiliaries may be introduced into a given school without any of these effects. Auxiliary personnel are nobody's magic answer. Their potential contribution to the quality of education will not be realized automatically."

In other words, the paraprofessional movement, though full of bounce, is still a fledgling in the education family. It will take wings only if educators and citizens agree that the goals named by Davies are the goals they want for their schools--and if they are willing to do the planning and provide the funds to accomplish them.

SAMPLE PROGRAMS

Minneapolis, Minn.

One of the nation's outstanding programs for using paraprofessionals has been developed by Minneapolis public schools, beginning in 1965 under Title I, ESEA. Today the school district employs roughly 1,000 instructional, school social worker, counselor and media aides. Its 650 elementary and 300-plus secondary school aides work in more than 100 schools and educational centers. The $1.5 million program is funded by federal, state and local moneys.

Aides are hired according to Civil Service procedure which includes a written and oral examination. The desire to work with children and an ability to relate to them are essential qualifications. Preference is given to residents of the school community. Some 60% of the aides work less than four hours a day; 30% work 4-5 hours a day; and 10% work a full day.

A wide range of training opportunities exists for each type of aide, and at any one time at least one-third of Minneapolis' aides are in training. This training includes preservice and inservice programs, school-initiated workshops, seminars and classes, course work at Vocational High School, Adult Education and/or Adult Basic Education Centers; Metropolitan State Junior College; day or extension classes at the U. of Minnesota; local colleges; specialized courses taught or facilitated by KTCA-TV and the coordinator of the teacher aide office.

For each type of aide--instructional, school social worker, counselor or media aide--the Minneapolis "career ladder" consists of three progressively more responsible categories and six steps within each category with detailed job descriptions, selection criteria and training outlines carefully worked out for each step.

For example, the entry-level step for instructional aides is as "School Aide I." At employment, the aide's skills are expected to be limited and there are no educational requirements for the job. However, the new aide must evince a warm interest in children and education and want to improve himself. Such aides perform only duties designated by the teacher. The starting pay is $3,030 for a 186-day work year, plus earned vacation and paid holidays. After moving up the three steps as School Aide I (which increases his salary to $3,485 per year), the aide, in order to advance, must complete a yearly program of verified training credits. Training includes adult basic education or general education leading to the GED (if needed), work experience, enrichment or vocational training at local institutions, or training at the higher education level through area colleges. A School Aide I who has climbed the six steps in his category will be earning $4,333 a year.

School Aide II has developed more skills and is expected to be much more aware of needs in the classroom. He will have more responsibility working with groups of students than did School Aide I. He must have a high school diploma, GED or equivalent, and have completed 45 quarter credits or equivalent local training and be participating satisfactorily in a training program. The top salary of this type of aide is $4,622 a year.

Aides at the third level, called School Assistants, are expected to assist the teacher in all areas of work. They are sufficiently familiar with the instructional program so that they can assist substitute teachers in maintaining classroom continuity when the regular teacher is absent. They must have completed 60 quarter credits or equivalent local training and be participating successfully in a training program. School Assistants can earn a top annual salary of $6,666. Other categories of aides in Minneapolis are similarly organized and paid. The following brief listings indicate the beginning and progressively more responsible duties performed by social work aides, counselor aides, and media center aides:

Social Work Aide I

General functions--Assigned and directed by the school social worker:

1. Assists school social worker with problems relating to the social-emotional health in the classroom.
2. Performs limited work with the child and/or parents related to basic emotional and physical needs as they affect attendance, adjustment and performance in school.
3. Develops beginning awareness of community health and welfare agencies and how they function.
4. Identifies his role in relating to the total school community.
5. Gets to know the person in need and his problems. Determines if help is available at school and/or in the community. Determines if the person in need will accept help.

Social Work Aide II

General functions--All of the duties listed under Aide I, plus:

1. Through his knowledge of the school community, seeks out children with social-emotional and health problems, and with the social worker plans his approach to provide service.
2. Guided by social worker, uses behavior modification techniques and other methods to help children improve attendance and adjustment at school.
3. Has direct contact with and growing awareness of community health and welfare agencies and how they function.
4. Develops keener awareness of the needs of multiproblem families and how the school or community may provide help.

Social Work Assistant

General functions--All duties listed under Aides I and II, plus:

1. Communicates his observations of social, emotional and health problems to agencies active with the families and solicits their help in problem solving.

2. As an extension to their successful use in school, instructs families in following through on behavior-shaping techniques.
3. Participates actively in community groups as the aide representative of pupil service personnel.
4. As a resident in the school neighborhood, actively promotes closer ties between the community and the teaching staff and acts as the liaison between them.

Counselor Aide I:

1. Becomes familiar with the counselor role and function, including individual and group counseling.
2. Assists the counselor with the various information files.
3. Assists with student orientation.
4. Gathers homework assignments for students who are absent.
5. Maintains, organizes and prepares testing materials.
6. Is able to explain counseling purposes and services to individuals in the community.

Counselor Aide II--All duties listed under Aide I, plus:

1. Acts as discussion leader for structured small groups.
2. Assists in student programming.
3. Makes routing program changes.
4. Assists with career units.
5. Conducts orientation tours for new students.

Counselor Assistant--All duties listed under Aide I and II, plus:

1. Is a community resource person to the guidance program.
2. Does small group counseling.
3. Does student programming.
4. Works with individual students with special problems.
5. Assists with testing program.

Media Center Aide I:

1. Is aware of all people who enter the media center and indicates willingness to assist them.
2. Assumes responsibility for keeping the media center materials and equipment in workable order.
3. Operates circulation desk.
4. Schedules use of space, materials and equipment.
5. Supervises small groups of children.
6. Learns to use card catalog and simple reference tools.
7. Assists students in locating ready-reference materials, such as almanacs, atlases, current biographies, etc.
8. Becomes familiar with the scope of print and non-print resources.

Media Center Aide II--All duties listed under Aide I, plus:

1. Assists students with more sophisticated tools, indexes, catalogs.
2. Assumes responsibility for pamphlet, picture and other vertical files.

3. Trains and supervises student media assistants.
4. Assists in orienting and training students in the use of media center facilities.

Media Center Assistant--All duties listed under Aide I and II, plus:

1. Instructs students, individually or in groups, in reference skills.
2. Assists media specialist in identifying and selecting media to implement educational programs.
3. Assists in classifying and processing media materials.

Minneapolis program directors claim that by investing $5,400 per trainee, they get a return of from $1.04 to $1.59 for each dollar invested. The new careerists also do well in college, performing better than most junior college students and only slightly lower than university students. Observers say that the aides' desire for education "has been the real sleeper" of the program, which has "tapped a deep vein of interest in higher education."

Paraprofessionals at the U. of Minnesota graduate program in urban studies, who are themselves undergraduates in the General College, are co-teachers with traditional professors in several courses. They are paid as such, receive credit toward their own degree for the course and have faculty club privileges!

The Minneapolis findings on how aides do in college were echoed by a survey by the New Careers Development Center, NYU, which focused on programs designed for full-time employees in human service agencies (including schools) who were given time off with pay to attend college. The paraprofessionals-in-training did as well as or better than other students in similar courses; some 60% matched the performance of others, and 20% surpassed that level. In one-half of the programs, the dropout rates were lower than for other students. And Ohio State U. found that the dropout rate for paraprofessionals was 11% compared to 40% for the average freshman.

New York City

The New York City schools employed approximately 15,000 auxiliary personnel in the 1970-71 school year. They were funded from the following sources:

1. New York City Board of Education local tax funds.
2. Title I of the federal Elementary and Secondary Education Act of 1965, as amended.
3. The New York State Urban Education Program.

ESEA Title I funds supported 263 district decentralized projects and the New York State Urban Education Quality Incentive Program funds supported 136.

The employment figure of approximately 15,000 represents a considerable expansion in the use of auxiliary personnel since the program was begun in 1957. In that year, the position of "school aide" was created and introduced under city funding. As the first auxiliary personnel to enter the schools,

school aides were not given classroom or instructional responsibilities. Instead they were placed under the supervision of the principal and were assigned to routine work around the school. This work included relieving teachers of schoolyard duties and performing other monitoring tasks, handling supplies and taking inventories, and assisting in the lunchroom with the distribution of milk and meals.

With the passage of ESEA in 1965 and in 1968 with the introduction of the New York State Urban Education Program, the Board of Education created additional positions for auxiliary personnel. Unlike the city-funded school aides, persons employed under federal and state auspices were regarded as "paraprofessionals" rather than "aides." That is, they were assigned to teachers and other professional personnel and asked to perform semi-professional tasks in the classroom and in the community. Paraprofessionals were expected to affect the attitudes and achievement of students by working with them directly in semi-instructional capacities and to affect them indirectly through assisting their parents.

At the same time, being selected for employment as a paraprofessional was expected to help a person from a disadvantaged background take a new interest in his own personal learning and career advancement and help break the cycle of poverty. (To this end, in 1967 the Auxiliary Educational Career Unit was established by the Board of Education in New York City to operate a Career Ladder Program in cooperation with the Human Resources Administration and the City U. of New York.)

Expanding expectations for what auxiliary personnel could accomplish were accompanied by an expansion of job titles and job descriptions for paraprofessionals. The Board of Education created four kinds of paraprofessional positions for the classroom and three kinds for work with parents in local communities, plus one training position.

The eight positions and the general duties of each were as follows:

1. Educational assistants were employed to help classroom teachers plan and conduct lessons.
2. Educational associates were given duties similar to those of educational assistants, but with somewhat greater responsibilities.
3. Student aides were employed to help younger children with homework.
4. Teacher aides were appointed to assist classroom teachers in routine, non-professional tasks.
5. Family assistants were added to school staffs to visit homes; assist families with their housing, income, health and education needs by identifying local agencies that can assist them; and encourage parental participation in school activities.
6. Family workers were added for functions similar to those of family assistants, but with additional duties in recruiting and registering children, escorting them to and from school, checking on absentees and doing related work.
7. Parent program assistants were employed to plan and coordinate the activities of family assistants and family workers.
8. Auxiliary trainers were also brought in to assist in the training of paraprofessionals and the management of their work.

Paraprofessional job specifications in New York City schools as of January 1972 are as follows:

Auxiliary Trainer (Salary: $4.50 per hour)

General Statement of Duties: Assists area training coordinator in all aspects of preservice and inservice training of auxiliary personnel; acts as liaison between community and staff; keeps school community informed about the programs; assists staff in developing awareness of community needs; identifies parents' talents and aids schools in utilizing parents as resource personnel; performs related work.

Qualification Requirements: High school graduation or equivalency diploma and one of the following: advanced job corps training, experience in one of the auxiliary titles or college training.

Educational Assistant (Salary: $3.15 to $3.35 per hour)

General Statement of Duties: Under the supervision of a licensed teacher in a classroom, participates in daily and long-range planning; works with small groups or individual children so the teacher can work with a large group or works with large groups of children so the teacher can work with small groups or individual children; assists in classroom activities; guides children in working and playing harmoniously with other children; alerts the teacher to the special needs of individual children; escorts children to toilet and assists in washing and toileting; assumes responsibility for routines and supervision of the lunch period in the absence of the teacher; fosters good eating habits and encourages desirable table manners in children; performs related work.

Qualification Requirements: High school graduation or a satisfactory equivalent. Employees with two years of college (60 credits) are to receive $3.35 per hour.

Educational Associate (Salary: $4.20 per hour)

General Statement of Duties: To assist classroom teacher in all instructional activities; to suggest and prepare instructional materials; to review and reinforce lessons initiated by classroom teacher; to aid the classroom teacher by working with small groups or individual children in some activity (blocks, paints, toys) so the teacher can work with a large group; to work with large groups of children so time is available for the classroom teacher to work with small groups or individual children; to participate in daily and long-range planning with colleagues; to contribute to enrichment activities by utilizing her special talents and abilities (art, singing, music); to guide children in attempts to work and play harmoniously with other children in the class; to alert the teacher to the special needs of individual children as requested; to assist colleagues in developing and implementing routines in class, such as the storing of play materials, the preparation of paints, class bulletin boards, the cleaning up of work areas; to assist the teacher and other colleagues in promoting a safe environment for play and work activities at all times and to anticipate possible hazardous conditions and/or activities (broken glass, pointed objects, aimless running).

To assist the teacher by: reading to a child or a group of children, listening to a child or a group of children, talking to a child or a group of children, assisting with audiovisual aids; to accompany individual children or groups to the toilet; to develop in children an awareness of good health practices; to assume responsibility for routines and supervision of the lunch period in the absence of the teacher; to encourage a wholesome climate during mealtime by assisting in setting an attractive table; to encourage desirable table manners and quiet conversation among the children; to foster good eating habits by having children try new foods and by generally discouraging waste, i.e., by gauging the amount of each serving by the needs and appetite of the individual child.

To aid the classroom teacher in providing experiences for children which will stimulate their curiousity; to give special encouragement and aid to the non-English speaking child (adjustment to school, development of communication skills); to be a source of affection and security to the children; to assist the teacher in necessary clerical work (daily list of absentees, completion of required forms); to assist teachers in initiating and maintaining open lines of communication with school community; to act as a resource in the supervision and training of educational assistants; to perform related duties as required.

Qualification Requirements: Two semesters of satisfactory service as educational assistant; and two semesters of inservice, Board of Education training; and 60 college credits appropriately distributed.

Family Assistant (Salary: $3.15 to $3.35 per hour)

General Statement of Duties: Under the supervision of the teacher or program coordinator, works as liaison between family, public agencies, and school; assists families with special problems or emergency needs in housing, income, health, and education; consults with special problems; maintains a list of local agencies that can offer assistance to families and individuals; performs related work.

Qualification Requirements: High school graduation or a satisfactory equivalent; employees with two years of college (60 credits) are to receive $3.35 per hour.

Family Worker (Salary: $2.80 to $3.10 per hour)

General Statement of Duties: Under the supervision of the teacher or project coordinator, visits homes of, meets with, and encourages parents to participate in school life; identifies special family needs, consults with social worker regarding referrals of family and accompanies family on visits to public and private agencies, assists with recruitment and registration of children; checks on absentees by visiting homes; escorts children to and from school; assists teacher in classroom when necessary; performs related work.

Qualification Requirements: Mature, low-income nonprofessionals from the neighborhood as defined by poverty criteria of the agencies, with knowledge of the neighborhood.

Parent Program Assistant (Salary: $4.50 per hour)

General Statement of Duties: Encourages parents and the community to develop programs for parents, family activities, and special interests; serves as liaison to school, parents and community and attempts to involve all parties in neighborhood or school programs; assists the family worker and family assistant in carrying out their duties; attempts to involve community leaders to actively participate in policy advisory counsels concerning school programs; performs related work.

Qualification Requirements: High school graduate; live in community to be serviced; one semester of paid experience as a family assistant or six months' paid experience in a community program or one full year of noncompensated service as an officer in a parent teacher or parent association or in some other community organization.

Student Aide (Salary: $1.50 to $2.00 per hour)

General Statement of Duties: Under the supervision of a school official or licensed teacher assists students and staff in school functions; performs related work.

Examples of Typical Tasks: Assists students with homework, development of work habits and study skills; assists students with reading, mathematics, social studies, art, creative writing, recreational activities or any other academic area; performs activities related to tutoring; assists in the library, book and supply rooms and other school facilities as assigned; assists with clerical duties of school employees.

Qualification Requirements: Must be fourteen (14) years of age; registered in and currently attending high school; recommendation of a school official. Salary $2.00 per hour--high school diploma.

Teacher Aide (Salary: $2.80 to $3.10 per hour)

General Statement of Duties: Under the supervision of a licensed teacher in a classroom prepares for activities; assists with lunch, snacks, and clean-up routines; escorts and assists children with wash-up and toileting routines; assists with classroom activities and outdoor play; helps children with their clothing; cares for equipment; cares for children when parents are meeting in school; performs related work.

Qualification Requirements: Mature, low-income residents of the neighborhood as defined by poverty criteria of the referral agency, with experience or interest in working with children.

Dade County, Fla.

Dade County, Fla., has also espoused the career ladder concept. The county employs more than 1,200 paraprofessionals, mostly women. They include blacks, whites and Cuban refugees. Some are young, some middle-aged, some retired senior citizens, some housewives with children of their own.

About two-thirds of these aides work with federal programs (including 120 who are in the COP program) and are paid with federal funds; their training always has been a component of the federal projects. But until recently, training for some 400 other aides who are paid largely through state funds was a matter of learning as they worked. As the number of aides in Florida schools mushroomed, The Florida State Dept. of Education issued an edict that all aides must receive some training and must have supervised practice under the watchful eyes of a certified teacher. "Most aides now are working toward associate degrees," according to Mrs. Lillian Batlle who directs the county's training program for aides not working with federal programs. She has coordinated efforts with Miami-Dade Junior College so that almost any training the aides receive will earn them college credit.

Aides take two junior college courses set up especially for them: Teacher Aide Workshop, and Sociological Perceptions in Teaching the Disadvantaged. Courses are given in schools during regular school hours so that attendance is relatively easy. Aides also earn college credit for supervised practice in the classroom during regular school hours and they earn credit for taking one or all of the 10 individualized teacher aide training courses which cover a variety of topics including: clarifying their roles and responsibilities, promoting human relations through team teaching, recognizing how children develop, and demonstrating map and globe skills.

The only qualification an aide needs for employment in Dade County is the desire to work and help children and to commit himself to some training. Aides earn $16.59 a day to start; after five years, they reach $21.17. Teacher assistants, who must have at least two years (60 hours) of college work, start at $21.17 daily and advance to $27.02 after five years.

Available funds decree the number of aides the system can hire. In making up their budgets, districts must figure that two and one-half aides equal one teacher, costwise. Most schools using them, however, are as enthusiastic as Mrs. Batlle who says "aides are here to stay. The results are obvious. Most teachers are delighted to have them. In fact, the demand exceeds the supply."

Multiunit Schools Bloom in 27 States

A nationwide experiment requiring the use of teacher aides is spreading rapidly across the country with some 600 schools in 27 states now using the "multiunit plan" developed by the federally funded Wisconsin Research and Development Center for Cognitive Learning. The center has been developing and testing multiunit schools for several years and has found them effective in delivering educational services to children with different rates and styles of learning, and varying levels of motivation.

Instead of the usual arrangement of grouping pupils by grades strictly according to age and assigning them in groups of 25-30 to a single teacher, multiunit schools are organized into instructional-research teams of a unit leader or master teacher, two or three staff teachers, a teaching intern and one or two aides. Each team or unit is responsible for some 150 pupils whose ages may vary by as much as three or four years. Thus, a 600-pupil

Teacher Aides 'Fill in All the Spaces'

A Fairfax County, Va., principal, who claims he practically couldn't open the school without teacher aides, says their all-round usefulness reminds him of his experience on a General Motors assembly line years ago. "There were a lot of little parts that didn't quite fit together," he said, "and we would use this miraculous compound (we called it 'gook') to fill in the spaces. That's what our teacher aides do--fill in all the spaces in our school."

elementary school would have four instructional research units, each responsible for 150 pupils. The pupils in unit A might range in age from 4 to 6; those in unit B from 6 to 9; those in unit C from 8 to 11; and so on.

A center study in 1970-71 of 44 schools indicated that the multiunit setting "positively influenced" the children's achievement and satisfaction and was enabling the teachers to provide more individual and small group instruction.

The current nationwide campaign to spread the multiunit school is being spearheaded by the center. In one effort, which is being partially funded with $641,600 from three federal sources, the center has contracted with the state departments of education in Colorado, Connecticut, Illinois, Indiana, Minnesota, New Jersey, Ohio, South Carolina and Wisconsin to help start new multiunit schools. This project accounts for about 300 of the new schools. In a separate effort, the Institute for Develoment of Educational Activities is helping more than 100 schools change over to the multiunit system. In addition, the center is working with local school districts in California, Nebraska, New York and Virginia.

Other Reports by the Editors of Education U.S.A.

Year-Round School: Districts Develop Successful Programs. Explores the pros and cons of year-round schools. Comprehensive case studies and reviews of seven different types of programs now in operation, including advantages and disadvantages of each and comparative cost figures. Detailed rundown of how state legislatures and local school districts are approaching year-round schools. #411-12802. 1971. 64 pp. $4.

Drug Crisis: Schools Fight Back with Innovative Programs. Reports on drug abuse education programs around the country: facts and figures; what works and what doesn't; involving teachers and parents. Explains new federal drug abuse acts and includes a section on hyperactivity and amphetamines and directories of drugs and drug terms. #411-12798. 1971. 64 pp. $4.

Individualization in Schools: The Challenge and the Options. An examination of individualization programs, including their impact, goals, costs and results; whether students learn more; what the critics say. Detailed descriptions of eight major systems, including IPI, PLAN, IGE, IMS and PLATO. #411-12792. 1971. 64 pp. $4.

Shared Services and Cooperatives: Schools Combine Resources To Improve Education. Tells how shared services can help students, teachers and districts. Gives necessary steps in setting up a cooperative and solutions to the problem of financing shared services. #411-12798. 1971. 70 pp. $4.

Vandalism and Violence: Innovative Strategies Reduce Cost to Schools. What schools are doing to protect students and employes from physical attack and to secure school property from vandalism, theft and arson. Includes information on security devices and personnel: disciplinary measures; how to handle bomb threats. #411-12796. 1971. 56 pp. $4.

Vocational Education: Innovations Revolutionize Career Training. A look at the boldest and most successful career training programs in elementary and secondary schools. Explains the states' approach to Voc Ed, the "cluster approach," innovative vocational guidance programs and provisions of the new federal legislation. #411-12780. 1971. 64 pp. $4.

Environment and the Schools: Pioneer Programs Set the Pace for States and Districts. What's happening in school districts, state legislatures, higher education and nationwide programs concerning environmental education. Includes guidelines, sample programs, reading and film lists. #411-12782. 1971. 56 pp. $4.

Preschool Breakthrough: What Works in Early Childhood Education. Comprehensive report on what's happening in early childhood education, including descriptions of federal programs, working projects, research and trends. Specific how-to advice for those seeking to set up programs for preschoolers. #411-12774. 1970. 48 pp. $4.

Reading Crisis: The Problem and Suggested Solutions. A roundup of the most significant recent discoveries on reading problems and a guide to supervisory and teaching techniques that work. Gives step-by-step suggestions to help teachers diagnose reading difficulties, measure reading levels, pinpoint weaknesses. #411-12766. 1970. 56 pp. $4.

Differentiated Staffing: A Review of Current Policies and Programs. Tells how some schools are using this new way of deploying and paying teachers and whether it works. #411-12754. 1970. 48 pp. $4.

The Shape of Education for 1971-72. Twelve articles in concise understandable language highlight developments that have surfaced as major educational issues. A reliable source on what's new in education. #411-12790. 64 pp. $3.

Black Studies in Schools. A roundup of successful programs and policies—what school systems are doing about black and other ethnic studies programs. #411-12746. 1970. 48 pp. $4.

The School Board Meeting. How school boards across the nation are handling new challenges from the public and the media. A roundup of meeting procedures and approaches used by school boards. #411-12770. 1970. 48 pp. $4.

Address communications and make checks payable to the National School Public Relations Association, 1201 16th Street NW, Washington, D.C. 20036.